

Can You Believe It?

Stories and Idioms from Real Life

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Can You Believe It?

Stories and Idioms from Real Life

Book 1

Jann Huizenga

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To the Student

In this book you will enjoy learning everyday idiomatic American English through amazing, true stories from around the world.

When you study vocabulary, it is not enough to learn individual words. Everyday English is filled with expressions that are two or more words long, such as *turn over*, *get along with someone*, and *after a while*. These expressions are essential to successful communication in English, and they need to be learned as individual units, in the same way as individual words. In this book you will find **idioms**, **fixed expressions**, and **phrasal verbs**.

What is an idiom?

An **idiom** is a group of words that has a meaning different from the meaning of its individual parts. In the example below, you probably know all the individual words, but you still may not understand the meaning of the expression. This is because the expressions are idiomatic.

Miguel is into computer games, but I can't stand them.

Be into means *like very much* and *can't stand* means *dislike very much*.

What is a fixed expression?

Take a vacation, *again and again*, and *be at death's door* are **fixed expressions**. You will understand the whole expression if you know the meaning of the parts. But the translation of a fixed expression into your language may not be word for word.

What is a phrasal verb?

A **phrasal verb** is a verb followed by a particle such as *in*, *at*, *on*, *for*, etc. *Look for* and *look into* are phrasal verbs that mean *try to find* and *investigate*. Phrasal verbs are usually idiomatic. You can learn more about phrasal verbs in Appendix D, page 87.

The steps to learning idioms in this book are as follows:

1. **Read** the story quickly to get the main idea.
2. **Listen** several times to the story while you look at pictures to get used to the idioms.
3. **Read** the story and study the idioms.
4. **Complete** the idioms.
5. **Tell** the story using the idioms while looking only at pictures.
6. **Talk** about the story and then about yourself using the idioms.
7. **Write** about yourself using the idioms.
8. **Take a dictation** that uses the idioms.
9. **Fill in the blanks** in a dialogue or story using the idioms. Then **role-play** the dialogue or tell the story.

Extra study aids to use with this textbook include:

- A listening cassette
- **Appendix A:** An Answer Key (page 74)
- **Appendix B:** Dictations (page 77)
- **Appendix C:** An appendix that groups the idioms in the book in various ways to help you remember their form and meaning (page 80)
- **Appendix D:** An appendix that explains the grammar of phrasal verbs (page 87) and gives a list of phrasal verbs (page 88)
- **Lexicon:** A lexicon that lists all the idioms in the book, and gives further examples, language notes, and idiomatic synonyms and antonyms (page 91)

To the Teacher

A General Introduction

The goal of *Can You Believe It? Book 1* is to teach high-frequency idioms, two-word verbs, and fixed expressions in the context of true, memorable stories to ESL/EFL students at a beginning level. It is founded on two basic premises: 1) that everyone loves a good story, and 2) that vocabulary acquisition occurs more readily when new items are embedded in engaging, whole contexts and used in tasks that have meaning and purpose. The book is written for classroom use, but it will also work well for self-study when used with the audio program.

Thanks in part to Michael Lewis's influential work on lexical issues, TESOL professionals are increasingly aware that idioms and fixed expressions form a significant part of the lexicon of English and are central to natural language use. These prefabricated multi-word expressions must be acquired as wholes in the same way as individual words. *Can You Believe It? Book 1* teaches the following kinds of high-frequency fixed lexical expressions:

- traditional, graphic idioms, such as: *easy as pie, see eye to eye, and be dirt poor*;
- non-traditional idioms, such as: *spend time with, fall asleep, and can't stand*;
- two- or three-word adverbial chunks, such as: *on the way, after a while, and at once*;
- two- or three-word phrasal verbs, such as: *slow down, be frightened by, and get over*;
- common expressions consisting of de-lexicalized verbs, such as *make or get + a noun or adjective (make a living, get better)*, word partnerships that are likely to produce translation mistakes and need to be learned as chunks.

Can You Believe It? Book 1 is compatible with comprehension approaches such as The Natural Approach. The picture sequences that correspond to the stories provide the basis for great "comprehensible input." So the book can be used for listening comprehension and general language acquisition at a beginning level as well as for the specific mastery of idioms and expressions. (Note that the first ten stories use only present tense, while the last five use past tense.)

The approach thoroughly integrates the four skills of listening, reading, speaking, and writing. Activities are sequenced so that input precedes output. The initial approach relies heavily on listening, with picture sequences used as visual supports for comprehension. It is through this richly contextualized (and repeated) listening that students begin to make hypotheses about the new expressions and develop a feel for their use. Students then go on to read the story—an essential step that will provide welcome written reinforcement for visually-oriented learners and will help all students with their literacy skills. After students' pumps have been primed, so to speak, with the listening and reading input, they are ready to begin producing the idioms in speaking and writing. The output activities become progressively more demanding: these include story retelling, thought-provoking personal questions, personalized sentence completions, and dictation.

Researchers contend that we acquire new lexical items by meeting them a number of times (seven times, some say). Thus, in *Can You Believe It? Book 1*, students will revisit the idioms and expressions many times within each unit as well as in review units and, to some extent, from unit to unit. (The idioms that are recycled between units have been indicated as such in the Table of Contents, as well as in the New Idioms and Expression Box which follows each reading.)

Extra Features

Listening Cassette

The cassette features dramatic readings of all the stories in the text, and **Dictations** for each unit (from **Appendix B**). The stories are read by different actors with varying voices and styles so students are exposed to language variety.

Answer Key (Appendix A)

Students who use the book independently will especially appreciate this feature, though classroom teachers will also find it handy.

Idiom Groups (Appendix C)

This appendix is a rich resource for those students who would like a better sense of how the idioms in *Can You Believe It? Book 1* can be grouped together semantically.

Phrasal Verbs (Appendix D)

Simple but detailed grammar explanations of phrasal verbs are included here for students who feel ready for this information.

Lexicon

The Lexicon gives extra information about each idiom and fixed expression in the book. Additional examples, grammar information, more collocations, and idiomatic synonyms and antonyms are included.

Specific Teaching Suggestions

The exercises and activities in each unit can be used in a variety of ways, and you are encouraged to experiment and adapt them as you see fit. The suggested sequence below can be changed, depending on your goals and your specific class needs.

1. Quick Reading

Before students read the story quickly to get the gist, have them do one of the following prediction activities:

- a. Cover the story and look at the picture sequence on the opposite page. Discuss (in pairs or small groups) what the story seems to be about.
- b. Cover the story. Look at the title and the picture on the story page. Make predictions about the story.

Then ask students to read the story quickly just to get the main idea or the basic story line. You might give them a time limit of two or three minutes for this. (The details of the story will become clear during Exercise 2 as they listen to it repeatedly while looking at the picture sequence.) Previewing the story in this manner will allow students, especially those who are stronger visual than oral/aural learners, to relax and better comprehend the story and the new idioms in context during the listening “input” stage. It is best to have students read silently at this stage since they will want to process the text in their own way.

2. Listen

Ask students to cover the story. Play the cassette or, if you prefer, read the story to the students. If you are not using the cassette, be sure to say the numbers as you move from picture to picture so students can follow (at least during the first listening). Tell the story at a natural speed, pausing somewhat longer than usual at the end of breath groups and sentences. This will give students important processing time. The goal of this activity is to provide students with truly “comprehensible input,” i.e., an acquisition stage in which a high degree of contextualization will allow them to formulate hypotheses and discover meaning in language that they are hearing for the first time. Making inferences and hypotheses about new language in context is a skill that all language learners need to feel comfortable with; this exercise thus develops good learning strategies while helping students acquire new language. During the third telling of the story, you may want to write the new idioms on the board, as reinforcement for your visually-oriented students. (The easiest thing would be to write them on the board prior to the retelling and point to them as they occur.)

As an assessment technique (to see how well students have understood and internalized the new expressions in the story), tell students you are going to talk about the pictures out of order. They should point to the picture you are describing. Or, as an alternative, retell the story

making some major “mistakes.” Have students signal somehow (by raising their hands, making a face, or making a buzzing sound) when they hear a mistake.

3. Read the Story

Your more visual learners will be especially eager to take a closer look at the story at this point, double-checking their hypotheses with the New Idioms and Expressions box. After students have had some silent time for re-reading, you might want to have them read aloud for pronunciation practice. Volunteers could take turns reading to the whole class, or pairs could read to each other, helping each other with pronunciation. You may want to do part or all of Exercise 6 at this point (see suggestions below).

For a bit of extra practice with the idioms, and as a good lead-in to Exercise 4, you could conduct the following matching activity: Write the unit idioms on slips of paper or index cards. Cut the idioms in half. Give half to each student. Tell students to stand up, walk around the room, and find the other halves of their idioms. As a check, have the pairs say their idioms aloud to the whole class.

4. Complete the Idiom/Match

This activity functions as an assessment of sorts, making sure students can put the parts of the idiom together and understand its meaning before using the idioms in the story retelling in Exercise 5.

5. Tell the Story

At this point, the exercises move away from recognition into production. Elicit the story orally from the whole class first. Encourage students to call out the ideas of the story in chronological order. They can, of course, look at the picture sequence during this activity, but the story should be covered. The retelling will be a paraphrase of the original story, but students will probably reuse most of the new idioms. (You could have the idioms listed on the board to give students a bit of extra help.) You may want to run this activity as a variation on *Language Experience*, writing down sentences and phrases on the board as students suggest them. Underlining the idioms and fixed expressions that students generate will help to highlight them.

Next, ask students to work in pairs or small groups to retell the story to each other. Once again, make sure they cover the story. One way for them to work is with *Talking Chips*, communication regulators used in *Cooperative Learning*. Working in pairs or groups of three, each student takes four or five *Talking Chips* (e.g., tokens, such as buttons, poker chips, or paint chips). Together, they reconstruct the story. As each student contributes a sentence, he or she puts in a token. (The chips ensure that each student speaks and that all have an equal opportunity to participate.)

6. Answer the Questions

The questions in the section either use an idiom from the unit or elicit an idiom in the answer. As an alternative to the traditional Whole-Class-Question-Answer here, you might want to try using *Numbered Heads Together*, a *Cooperative Learning* structure. The steps to *Numbered Heads Together* are as follows:

- a. Students get into teams of four and number off from 1 to 4.
- b. The teacher asks a question.
- c. Students on each team literally put their heads together and reach a consensus on the answer and the phrasing of the answer.
- d. The teacher calls a number at random. Students with that number raise their hands (or stand up) and report on their team’s answer. You will probably want to get each team’s answer, as there will be variations to discuss and comment on.

The advantages of this questioning technique over the traditional Whole-Class-Question-Answer are the following: All students are involved since no one knows who will be called on;

stronger students help weaker ones; students have “think time” and “rehearsal time” in small groups before they have to respond in front of the whole class; and a wrong response is not so embarrassing because it comes from a team rather than an individual.

The “About you” questions can be answered orally, either in a whole-class setting or in small groups. These questions are also good springboards for mini-paragraph writing. Allow students to choose their favorite one to respond to, and to share their writing with partners.

7. Write About Yourself

These sentence completions may be somewhat personal, so students may prefer to share them in small groups rather than with the whole class. You might ask volunteers, though, to put their sentences on the board after groups have shared. Be sure that the volunteers understand that correction may be involved!

8. Take a Dictation

Play the cassette or use **Appendix B** to read students the dictation. A recommended procedure for the dictation is as follows:

- a. Read the dictation once at normal speed. Students should not write at this stage.
- b. Read the dictation again, this time pausing long enough after each breath group for students to write. (Be sure, in advance, that students know the words *comma* and *period*.)
- c. Read the dictation a third time, at near-normal speed, allowing students to check their writing.

Students can correct their own work or the work of a partner using **Appendix B**. Students might also like to try peer dictations, where one student dictates to another.

9. Complete the Dialogue/Story

After students work individually, in pairs, or groups to fill in the blanks with the appropriate expressions from the box, they can check their answers in **Appendix A**.

Seven of the fifteen units have a dialogue exercise. In this case students can practice the dialogue in pairs, perhaps preparing for an expressive reading for the whole class.

The other eight units have a story exercise. After filling in the blanks, students can either practice reading the story to each other in pairs or paraphrase it to each other, being sure to use the idioms in the box in the retelling.

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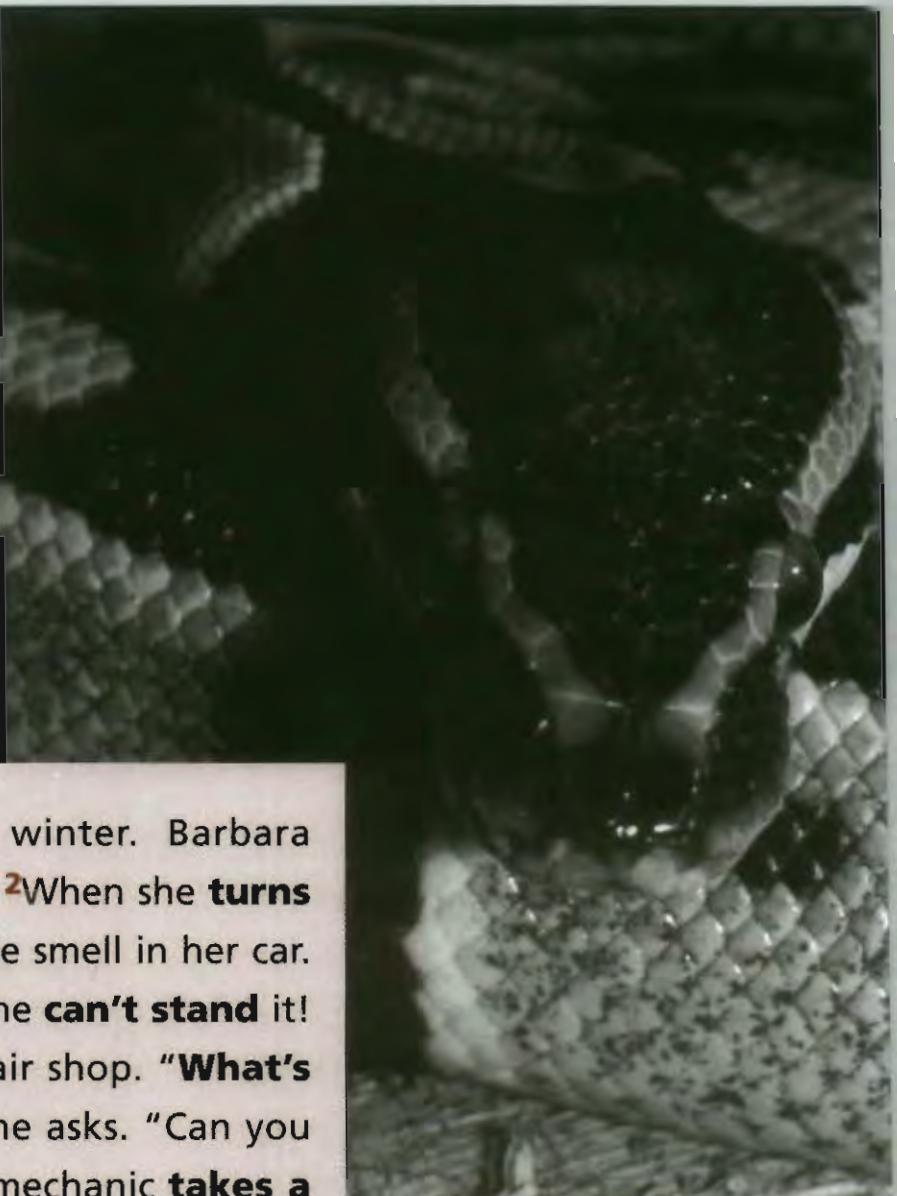
1 Please Get Rid of that Smell!

1. Quick Reading

Look at the pictures on page 3.

What is the story about?

Now read quickly to get the main idea.



BALTIMORE, MD, USA 1 It's winter. Barbara Pridgen, 43, is driving her car. 2 When she **turns on** the heater, there's a terrible smell in her car. 3 **It gets worse and worse.** She **can't stand** it! 4 She takes the car to the repair shop. "What's the **matter with** my car?" she asks. "Can you **get rid of** this smell?" 5 The mechanic **takes a look at** the engine. He examines the heating system. 6 Then Barbara screams. She **loses it.** The mechanic pulls out a big, fat, dead python!

New idioms and expressions

get rid of something*	remove something
turn something on*	start a machine or the flow of electricity, water, etc.
get worse and worse	become very bad
can't stand something	dislike something very much
What's the matter (with something or someone)?	• What's wrong (with something or someone)?
take a look (at something)	look quickly (at something)
lose it	become too excited; lose one's self-control

Words in parentheses () can occur with the idiom, but don't have to.

*phrasal verb (see Lexicon, pp. 91–113 and Appendix D, pp. 87–90)

2. Listen

Cover the story and look only at these pictures. Listen to the story two or three times.

Note: As the tape or teacher says a number, look at the corresponding picture.



3. Read the Story

Now read the story carefully. Pay special attention to the idioms so that you're ready for Exercise 4.

4. Complete the Idiom

Cover page 2. Look at each definition below and then complete the idiom.

- | | |
|------------------------|------------------------------|
| a. look at quickly | = take a look <u>at</u> |
| b. start a machine | = turn <u>on</u> |
| c. dislike very much | = can't <u>stand</u> |
| d. What's wrong? | = What's the <u>matter</u> ? |
| e. become very bad | = get worse and <u>worse</u> |
| f. become very excited | = lose <u>control</u> |

5. Tell the Story

Cover the story and look at the pictures above. Tell the story using as many idioms as you can.

- First, work with the whole class to retell the story.
- Then tell the story to a partner or small group.

6. Answer the Questions

About the story.....

- a. Why does Barbara turn on her heater?
- b. What happens when she turns it on?
- c. Does Barbara like the smell?
- d. What does she want the mechanic to do?
- e. What does the mechanic take a look at?
- f. Why does Barbara lose it?
- g. Why do you think the snake was in the heater?

About you.....

- h. What makes you lose it?
- i. What things do you turn on in your house every day?
- j. What are some smells or foods that you can't stand?
- k. Think about the problems in your community, native country, or in the world.
Which ones are getting worse and worse? What can you do about them?

7. Write About Yourself

Complete the sentences, writing something true about yourself.

- a. I want to get rid of my _____.
- b. I can't stand _____.
- c. I often turn on _____ because _____.

8. Take a Dictation

When Barbara _____ her heater, there's a terrible smell. It _____. She _____ it! She goes to the repair shop. “_____ with my car?” she asks. “Please _____ that smell!” When the mechanic _____ the heating system, he pulls out a big, dead python. Barbara _____!

9. Complete the Dialogue

a. A mother and her teenage daughter are talking about TV. Fill in the blanks with idioms from the box.

- take a look at
- get rid of
- can't stand
- turn on
- are getting worse and worse



Carmen, why did you
(1) _____
that TV again? You've watched
enough for today.



But mom! This is a good show!



No, it's not.
I (2) _____ it.



Just sit down* a minute.
(3) _____
this, mom. It's funny!



These programs
(4) _____.
Turn it off** now. It's time to
do your homework.



Just ten more minutes!



We should just (5) _____
this stupid TV set!

* sit down: sit; have a seat

** turn (something) off: stop a machine or the flow of electricity, water, etc.

b. Work with a partner. Role-play the dialogue together.

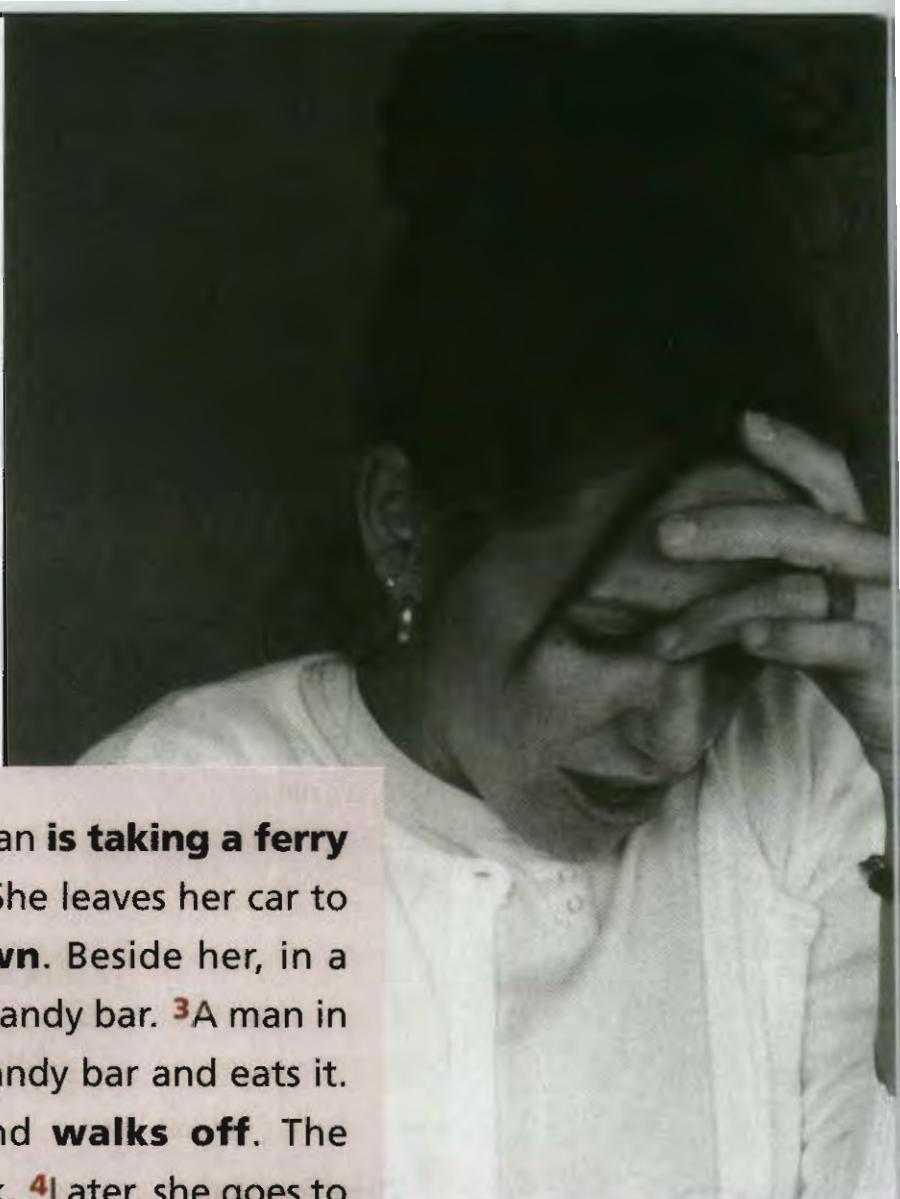
Red in the Face

1. Quick Reading

Look at the pictures on page 7.

What is the story about?

Now read quickly to get the main idea.



VANCOUVER, CANADA 1A woman **is taking a ferry** from Vancouver to Victoria. 2She leaves her car to go to the deck. She **sits down**. Beside her, in a chair, are her newspaper and candy bar. 3A man in the next chair **picks up** the candy bar and eats it. Then he takes the paper and **walks off**. The woman is too shocked to speak. 4Later, she goes to the cafeteria. She sees the man at a table, eating a sandwich. 5Still angry, she grabs his sandwich and takes a bite, without saying a word. 6She **goes back to** her car. On the seat are her newspaper and candy bar. She never **took** them **out of** the car! She **is** really **red in the face**.

New idioms and expressions

be red in the face	be embarrassed
take a ferry (a bus, a train, a plane)	go by ferry (bus, train, plane)
sit down*	sit; be seated
pick something up*	take or lift something off the floor (or a chair, etc.)
walk off*	walk away; walk in the other direction
go back (to a place)*	return (to a place)
take something out (of a place)*	remove something (from a place)

*phrasal verb (see Lexicon and Appendix D)

2. Listen

Cover the story and look only at these pictures. Listen to the story two or three times.



3. Read the Story

Now read the story carefully. Pay special attention to the idioms so that you're ready for Exercise 4.

4. Match

Cover page 6. Match the definition in column A to the idiom in column B.

A

- 3 a. walk in the other direction
- b. be embarrassed
- c. return somewhere
- d. remove
- e. take from the floor

B

- 1. go back
- 2. be red in the face
- 3. walk off
- 4. pick up
- 5. take out

5. Tell the Story

Cover the story and look at the pictures above. Tell the story using as many idioms as you can.

- a. First, work with the whole class to retell the story.
- b. Then tell the story to a partner or small group.

6. Answer the Questions

About the story

- a. How is the woman getting to Victoria?
- b. Where does she sit down?
- c. What is beside her?
- d. What does the man in the next chair do with the candy bar?
- e. What does he do then?
- f. Why does the woman take a bite of the man's sandwich?
- g. What happens when she goes back to her car?
- h. Why is she red in the face?

About you

- i. Do you often take a bus, a train, a taxi, or a ferry?
- j. Tell about a time when you were red in the face.
- k. Do you sit down or stand up most of the day?
- l. What time do you usually go back to your house or apartment?

7. Write About Yourself

Complete the sentences, writing something true about yourself.

- a. I sometimes take a bus/train/plane/ferry to _____.
- b. My favorite place to sit down is _____.
- c. I want to go back to _____ because _____.



8. Take a Dictation

A woman _____. She _____ on the deck. Next to her in a chair are her newspaper and candy bar. A man in the next chair _____ the candy bar and eats it. Then he takes the paper and _____. Later, the woman goes to the cafeteria and sees the man eating a sandwich. She grabs it and takes a bite. Then she _____ her car. On the seat are her newspaper and candy bar. She never _____ them _____. the car! She _____.

9. Complete the Story

- a. Read the true story. Fill in the blanks with idioms from the box.

- is red in the face
- takes out
- sits down
- go back to
- picks up

Hair Stylist is Red in the Face

Hong Kong, CHINA A Hong Kong hair salon is having a special promotion. Come in for a free haircut, the sign says. So a Hong Kong man, Ng Koon-man, enters the salon and (1)_____ . The stylist (2)_____ his comb from his pocket. Then he (3)_____ his scissors and begins to cut the man's hair.



The stylist is in a hurry* and cuts very quickly. Suddenly, Koon-man feels a terrible pain. The stylist has cut off** part of his right ear! Koon-man has to go to the hospital.

Later, Koon-man takes the hair stylist to court. He accuses him of working at a dangerous speed. The stylist, of course, (4)_____ . And Koon-man is still angry. "I'll never (5)_____ that salon!" he says.

* be in a hurry: want to move quickly

** cut something off: separate something with scissors or a knife

- b. Read or tell the story to a partner.

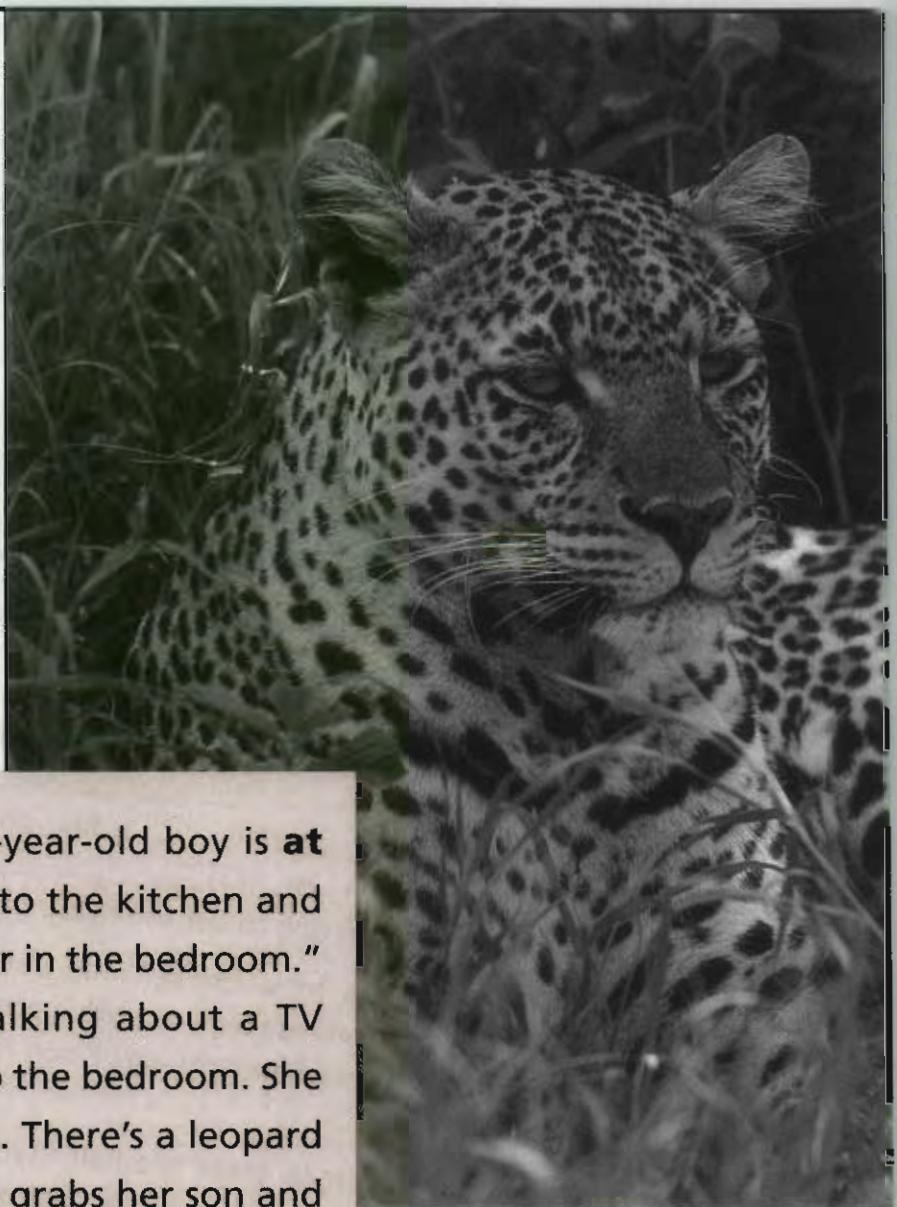
Leopard Makes Himself at Home

1. Quick Reading

Look at the pictures on page 11.

What is the story about?

Now read quickly to get the main idea.



CHANDIGARH, INDIA 1 A four-year-old boy is **at home** watching TV. 2 He goes to the kitchen and tells his mother, "There's a tiger in the bedroom." She laughs, thinking he is talking about a TV program. 3 Later, she looks into the bedroom. She is **horrified by** what she sees. There's a leopard watching TV on the bed! 4 She grabs her son and **runs away**. 5 The leopard soon **turns over** and **falls asleep**. 6 When forest department officials arrive, the leopard is still **taking a nap**. They take him to a zoo.

New idioms and expressions

make oneself at home	make yourself comfortable in someone else's home
at home	in your house or apartment
be horrified by something	feel shock and horror at something
run away*	leave quickly; escape
turn over*	turn to the other side
fall asleep	begin to sleep
take a nap	sleep for a short time during the day

*phrasal verb (see Lexicon and Appendix D)

2. Listen

Cover the story and look only at these pictures. Listen to the story two or three times.



3. Read the Story

Now read the story carefully. Pay special attention to the idioms so that you're ready for Exercise 4.

4. Complete the Idiom

Cover page 10. Look at each definition below and then complete the idiom.

- | | |
|--|----------------|
| a. leave quickly; escape | = run _____ |
| b. begin to sleep | = fall _____ |
| c. turn to the other side | = turn _____ |
| d. sleep for a short time during the day | = take a _____ |
| e. in your house | = at _____ |

5. Tell the Story

Cover the story and look at the pictures above. Tell the story using as many idioms as you can.

- First, work with the whole class to retell the story.
- Then tell the story to a partner or small group.

6. Answer the Questions

About the story

- a. Where is the little boy watching TV?
- b. What does he tell his mother? Does she believe him?
- c. Later, what is she horrified by?
- d. What does she do?
- e. What does the leopard do after watching TV?
- f. What is he doing when officials arrive?
- g. In your opinion, how did the leopard get in the house?

About you

- h. Who make themselves at home at your house?
- i. What do you like to do at home?
- j. Do you like to take a nap?
- k. When do you usually fall asleep at night?
- l. Do you ever have trouble falling asleep?

7. Write About Yourself

Complete the sentences, writing something true about yourself.

- a. Sometimes I dream about running away to _____.
- b. I'm horrified by _____.
- c. At home I always _____.



8. Take a Dictation

A boy is _____ watching TV. He goes to the kitchen and tells his mother, "There's a tiger in the bedroom." She laughs. Later, she looks into his bedroom. She _____ what she sees. There's a leopard watching TV on the bed! She _____ with her son. The leopard _____ and _____. When forest department officials arrive, the leopard is still _____. They take him to a zoo.

9. Complete the Story

- a. Read the true story. Fill in the blanks with idioms from the box.

- is horrified by
- runs away
- taking a nap
- turns over
- has fallen asleep

Thief Makes Himself at Home



PITTSBURGH, PA,

USA A woman leaves her house one Saturday

evening for a few hours. When she goes back home, she finds her front door open. Then she sees a broken window. In the house, her jewelry boxes are on the floor. She (1) _____ the boxes and sees they are empty.

She (2) _____ what she sees next. There's a man on the floor. The thief (3) _____! The woman quietly goes to another room and calls the police. "Please hurry," she says, "before he **wakes up*** and (4) _____."

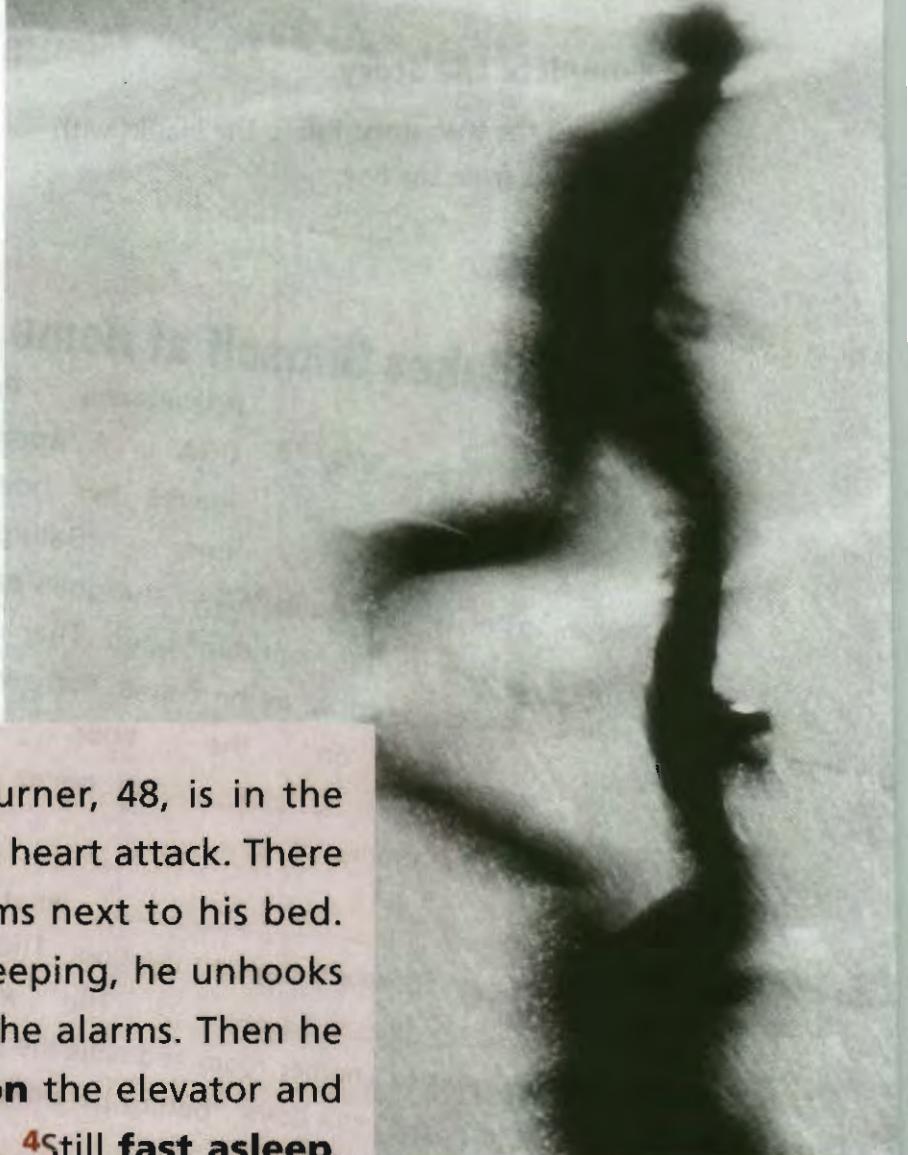
The police arrive **right away.**** The thief is still (5) _____. The police arrest the man, Walter Morgano, age 35.

* wake up: stop sleeping (the opposite of fall asleep)

** right away: immediately

- b. Read or tell the story to a partner.

Heart Patient Walks Home Fast Asleep



1. Quick Reading

Look at the pictures on page 15.

What is the story about?

Now read quickly to get the main idea.

LEEDS, ENGLAND **1** Michael Turner, 48, is in the hospital. He is **getting over** a heart attack. There are heart monitors and alarms next to his bed. **2** One night while Turner is sleeping, he unhooks the machines. He **turns off** the alarms. Then he **gets out of** bed. **3** He **gets on** the elevator and goes to the street. It's raining. **4** Still **fast asleep**, he walks five miles to his house. **5** His wife opens the door. "Hello, love. I was jogging," he tells her. **6** Turner says he doesn't remember anything about his walk. "I don't know how I got home." Turner **is now back** in the hospital and **getting better**.

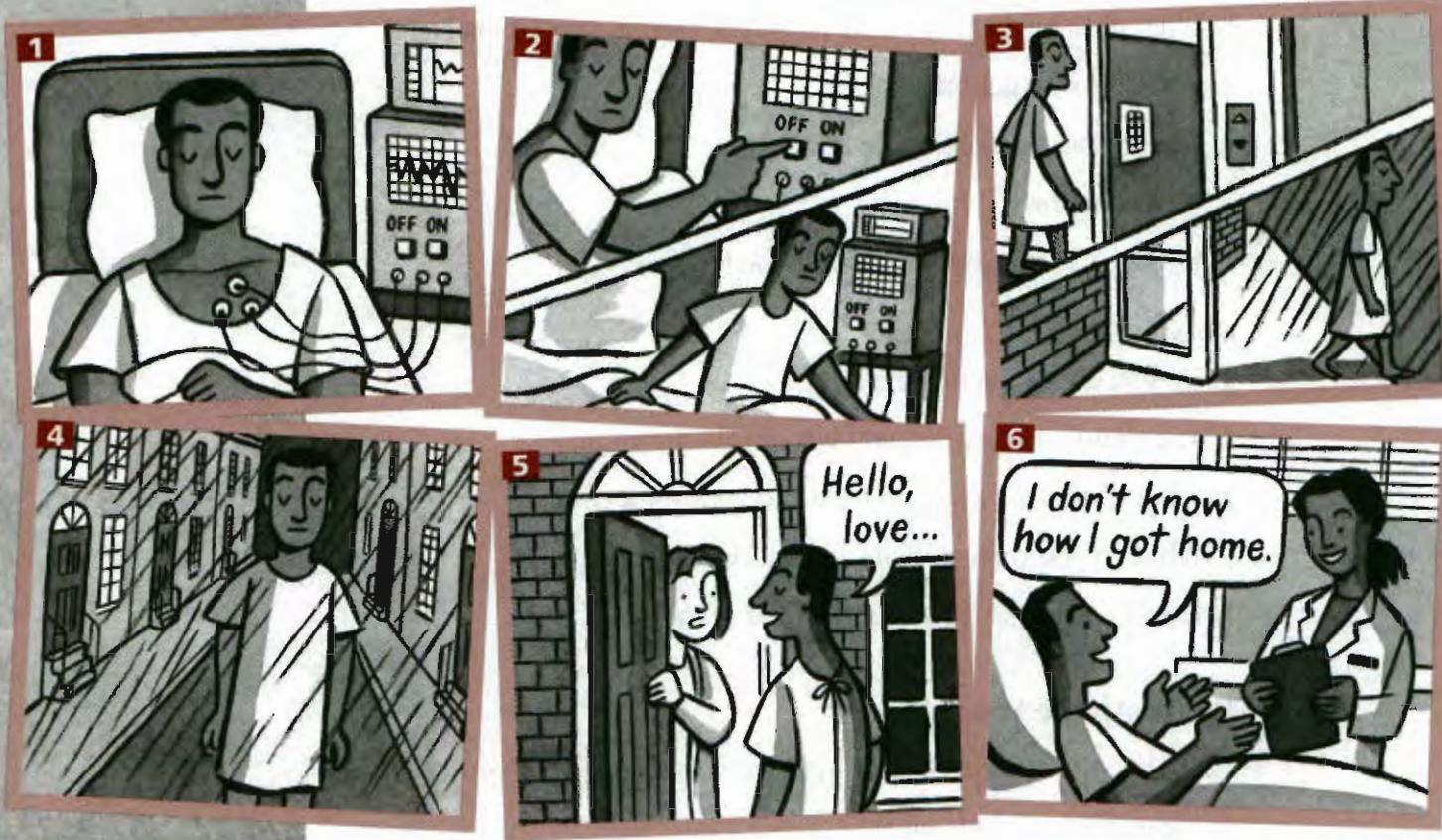
New idioms and expressions

be fast asleep	be sleeping deeply
get over something*	recover from an illness
turn something off*	stop a machine or the flow of water, electricity, etc.
get out (of something)*	leave (a bed, a car, a bath, work, class, school)
get on (something)*	enter (an elevator, a plane, a train, a bus, or a ship)
be back	be again in a place you were before
get better	improve; become healthier

*phrasal verb (see Lexicon and Appendix D)

2. Listen

Cover the story and look only at these pictures. Listen to the story two or three times.



3. Read the Story

Now read the story carefully. Pay special attention to the idioms so that you're ready for Exercise 4.

4. Complete the Idiom

Cover page 14. Look at each definition below and then complete the idiom.

- | | |
|--|-----------------|
| a. become healthier | = get _____ |
| b. be sleeping deeply | = be fast _____ |
| c. stop a machine | = turn _____ |
| d. enter an elevator, bus, etc. | = get _____ |
| e. be again in a place you were before | = be _____ |

5. Tell the Story

Cover the story and look at the pictures above. Tell the story using as many idioms as you can.

- First, work with the whole class to retell the story.
- Then tell the story to a partner or small group.

6. Answer the Questions

About the story

- a. Why is Turner in the hospital?
- b. What does he do after he turns off the alarms next to his bed?
- c. What does he get on?
- d. Where does he walk? Is he awake?
- e. What does he tell his wife?
- f. Where is Turner now? How does he feel?

About you.....

- g. Do you walk in your sleep?
- h. Tell about a time when you were in the hospital.
- i. What do you do when you want to get over a cold?
- j. What do you turn off before you leave home?
- k. Do you often get on a bus, train, or plane?

7. Write About Yourself

Complete the sentences, writing something true about yourself.

- a. I usually get out of bed at _____.
- b. I get out of class at _____.
- c. I often forget to turn off _____.
- d. When I get a cold, I take/eat _____ to get over it.
- e. I'm usually fast asleep by _____ o'clock.

8. Take a Dictation

Michael Turner is in the hospital _____ a heart attack. One night while he is _____, he unhooks the machines next to his bed. He _____ the alarms. Then he _____ bed and _____ the elevator. He walks five miles to his house. Turner doesn't remember anything about his walk. He _____ in the hospital and _____.

9. Complete the Dialogue

- a. Cindy is talking with her boss, Ms. Ramirez, about leaving work early. Fill in the blanks with idioms from the box.

- get better
- get out of
- turn off
- get on
- get over



Ms. Ramirez, can I

(1) _____ work early today? I'd like to go home and go to bed.



Yes sure, Cindy. What's the matter?



I can't (2) _____ this cold. I **have a headache.***



Oh, I'm sorry. This horrible weather isn't going to help you (3) _____.

It's snowing. Do you have a hat?



Yes, luckily.



Good. I hope you don't have to wait long to (4) _____ the bus.

Will you (5) _____ the computers before you leave?



Sure. **So long.****

* have a headache: feel pain in one's head

** so long: goodbye

recycled idiom: What's the matter?

- b. Work with a partner. Role-play the dialogue together.

Businessman Freaks Out

1. Quick Reading

Look at the pictures on page 19.

What is the story about?

Now read quickly to get the main idea.



KIEV, UKRAINE **1**A Ukrainian businessman wants to buy New Year's gifts for his 50 employees. **2**He **goes shopping** and decides to get a pager for each employee. **3**The salesman explains how they work. "Look," he says, "when someone calls, your pager rings. You see the caller's phone number and a short message on the screen." **4**The businessman **pays for** the 50 pagers, puts them in his car, and **heads for** the office. **5****On the way**, he suddenly hears a very loud noise. All 50 pagers start ringing at the same time! The businessman **freaks out** and crashes into a lamp post. **6**When he **calms down**, he sees the message on the 50 pagers. It says, "**Congratulations on** a successful purchase!"

New idioms and expressions

freak out*	lose one's self control
go shopping	shop
pay for something*	give money for something
head for a place*	go in the direction of a place
on the way (to a place)	along the route (to a place)
calm down*	become calm and quiet
congratulations on something	I commend/salute you for something important.

*phrasal verb (see Lexicon and Appendix D)

2. Listen

Cover the story and look only at these pictures. Listen to the story two or three times.



3. Read the Story

Now read the story carefully. Pay special attention to the idioms so that you're ready for Exercise 4.

4. Complete the Idiom

Cover page 18. Look at each definition below and then complete the idiom.

- a. go in the direction of = head _____
- b. give money for = pay _____
- c. become quiet = calm _____
- d. lose one's self control = freak _____
- e. along the route to a place = on the _____
- f. shop = go _____

5. Tell the Story

Cover the story and look at the pictures above. Tell the story using as many idioms as you can.

- a. First, work with the whole class to retell the story.
- b. Then tell the story to a partner or small group.

6. Answer the Questions

About the story

- a. Why does the businessman go shopping?
- b. What does the businessman do after he pays for the pagers?
- c. What happens on the way to the office?
- d. How does the businessman react?
- e. What is the message on the pagers?
- f. Do you think the man likes the message?

About you

- g. Do you have a pager or a cellular phone? Why? How much did you pay for it?
- h. Do you like to go shopping? Where?
- i. Do you usually head for home after class? If not, where do you go?
- j. When do you congratulate people? What do you say?

7. Write About Yourself

Complete the sentences, writing something true about yourself.

- a. When I am nervous or worried, _____ helps me calm down.
- b. I always freak out when _____.
- c. I like to go shopping at _____.
I usually pay \$ _____ for _____.



8. Take a Dictation

A Ukrainian businessman _____ for gifts for his 50 employees. He decides to get 50 pagers. He _____ them, puts them in his car, and _____ the office. _____, there's a very loud noise. All 50 pagers start ringing at the same time! The businessman _____ and crashes his car. When he _____, he sees the message on the pagers. It says, “_____ a successful purchase!”

9. Complete the Story

- a. Read the true story and fill in the blanks with idioms from the box.

- calms down
- heads for
- pay for
- freaks out
- goes shopping
- on the way

The Blue Toyota

KENTUCKY, USA One day, Betty Vaughn, a schoolteacher, (1) _____ at a mall near her house. She leaves her blue Toyota in the big parking lot for a few hours. When she goes back to the car, she (2) _____. There's a deep new scratch on the car door!



Betty (3) _____ home. (4) _____, she drives slowly, thinking about her husband. What is she going to tell him? He'll be ticked off.* He won't want to (5) _____ the repair to the car.

When her husband takes a look at the car, he notices right away that it isn't their car. Betty drove home in someone else's blue Toyota! (Even the keys were the same!) After Betty (6) _____, she calls the police to report the problem.

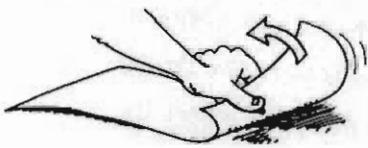
* be ticked off: be angry

recycled idioms: go back, take a look at

- b. Read or tell the story to a partner.

Review 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

A. Idioms in pictures: What idioms do these pictures show? Match the idiom to the picture.

- 1. 
- 2. 
- 3. 
- 4. 
- 5. 

a. turn over

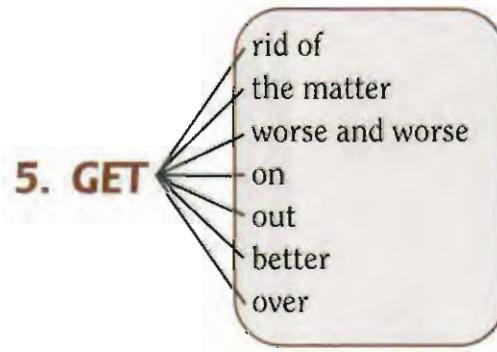
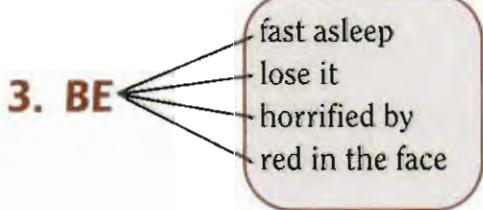
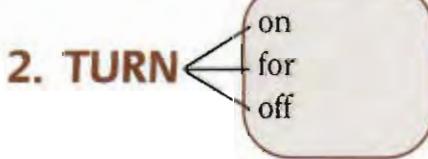
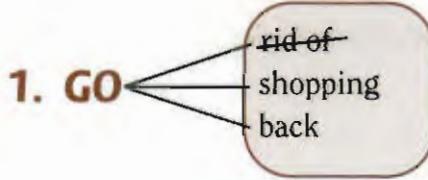
b. freak out

c. get rid of

d. take a nap

e. make oneself at home

B. Odd one out: Cross out the word or phrase that doesn't go with the verb.



C. At, on, or up? Complete each expression with the correct word.

1. Please turn on the light.
2. Sit down and make yourself _____ home.
3. Get _____ the train now!
4. Children, please pick _____ your toys!
5. Take a look _____ this funny photo.
6. I'll eat _____ the way.
7. Congratulations _____ your new baby!
8. I'll be _____ home tonight if you want to call me.

D. Two-line dialogues: Read each sentence in A and find an appropriate response in B.
Write the letter on the line.

A

- d 1. I'm freaking out. I can't find my wallet.
- ____ 2. I want to take a nap.
- ____ 3. Are you getting over your cold?
- ____ 4. Shall we get on the bus?
- ____ 5. I'm going shopping.
- ____ 6. I can't stand these dirty socks everywhere.

B

- a. Can you stop at the bank on the way?
- b. No, let's take the train.
- c. No, it's getting worse and worse.
- d. Calm down. It's right here.
- e. Sorry. I'll pick them up.
- f. OK. I'll turn off the stereo.

Work with a partner. Role-play the two-line dialogues, adding appropriate body language and intonation.

E. Similar or opposite? Look at each pair of idioms. Decide if they are similar or opposite in meaning.

1. turn on	turn off	similar	opposite
2. get better	get over something	similar	opposite
3. freak out	calm down	similar	opposite
4. take a bus	get on a bus	similar	opposite
5. get better	get worse and worse	similar	opposite
6. freak out	lose it	similar	opposite
7. take a nap	fall asleep	similar	opposite

F. Complete the sentences: Complete the sentences so they are true for you.

1. I can't stand to _____.
2. Every morning I turn on _____.
3. Yesterday, I paid \$ _____ for _____.
4. I think _____ is getting worse and worse.
5. When I go to _____, I make myself at home.

G. Emotional or calm? Is the person calm and relaxed or excited and emotional?

Write the sentences in the correct box.

**He's freaking out.
He's falling asleep.
He's running away!
He's calming down.
He's red in the face.**

**He's losing it.
He's taking a nap.
He's horrified by it.
He's fast asleep.
He's making himself at home.**



H. Expressions with get: Complete each sentence with the correct expression.

**get rid of
get over
get better**

**get worse and worse
get on
get out of**

1. I hope I get over this cold soon!
2. The problem will get worse and worse if we do nothing.
3. I always get on the bus at Main Street.
4. Please get rid of this garbage.
5. Lupe doesn't want to get out of bed.
6. Chin does not speak English well, but he will get better.

I. Find someone who... Fill in the chart with names of classmates. Try to write a different name in each blank. Stand up and walk around the room. Ask questions such as:

Do you sit down most of the day?

Do you get on a bus every day?

Find someone who...

1. ...sits down most of the day.

2. ...gets on a bus every day.

3. ...often takes a nap in the afternoon.

4. ...has a cat or dog at home.

5. ...is horrified by snakes.

6. ...falls asleep before 10:00 p.m.

7. ...turns on the TV every night.

8. ...loves to go shopping.

9. ...takes a bus or train to school.

10. ...can't stand cold weather.

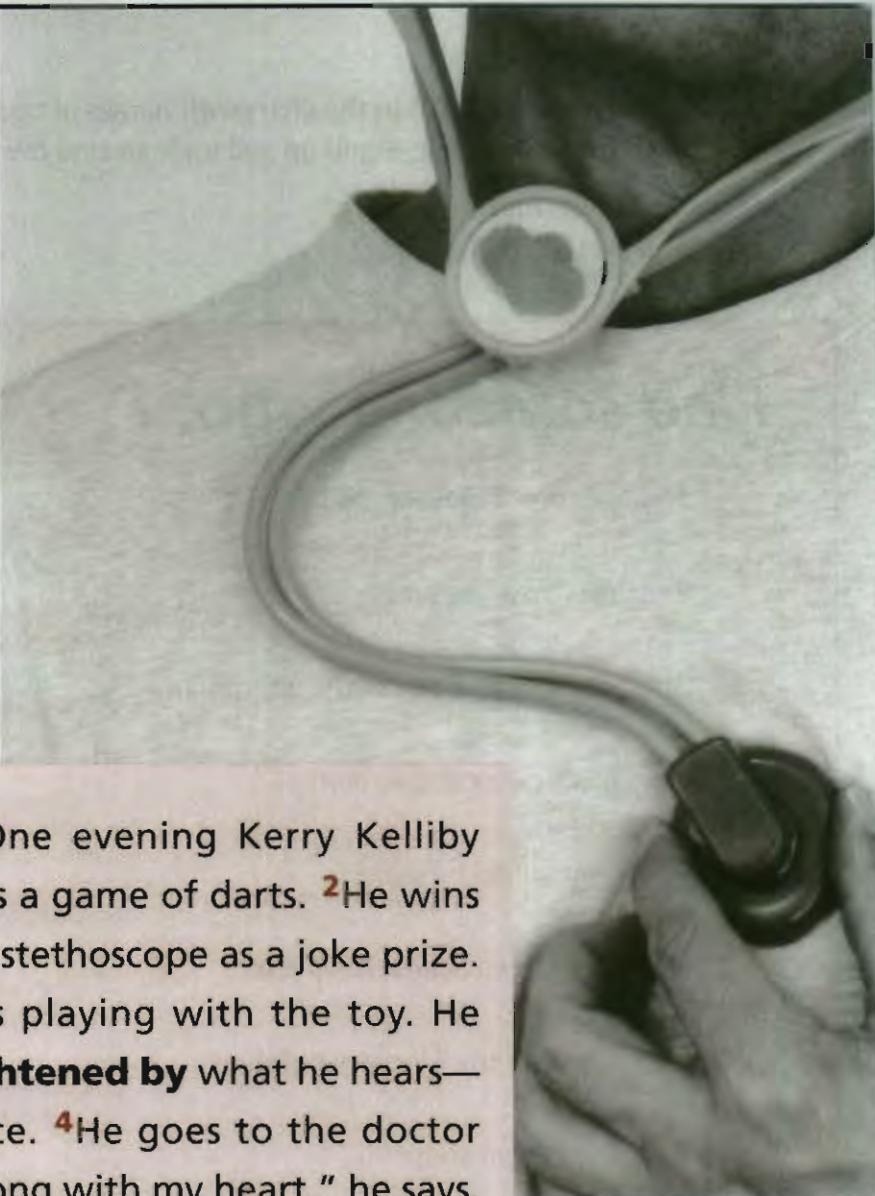
(Question: *Do you like cold weather?*)

11. ...is getting over a cold or the flu.

12. ...usually gets out of bed very early.

6

Toy Saves Man's Life



1. Quick Reading

Look at the pictures on page 27.

What is the story about?

Now read quickly to get the main idea.

NOTTINGHAM, ENGLAND **1**One evening Kerry Kelliby **drops by** a local bar and plays a game of darts. **2**He wins the game and gets a small toy stethoscope as a joke prize. **3****After a while**, Kerry starts playing with the toy. He **listens to** his heart. He **is frightened by** what he hears—**lots of** beats and then silence. **4**He goes to the doctor **right away**. "Something's wrong with my heart," he says. **5**The doctor finds that Kerry really has a serious problem—a hole in his heart. **6**Surgeons operate **just in time** and now Kerry is fine. A toy saved his life!

New idioms and expressions

drop by (a place)*	visit (a place) for a short time
after a while	later; at some time in the future
listen to someone or something*	use your ears carefully to hear someone or something
be frightened by someone or something	be afraid of someone or something
lots of	many
right away	immediately
just in time	just before the last minute; just soon enough

*phrasal verb (see Lexicon and Appendix D)

2. Listen

Cover the story and look only at these pictures. Listen to the story two or three times.



3. Read the Story

Now read the story carefully. Pay special attention to the idioms so that you're ready for Exercise 4.

4. Match

Cover page 26. Draw a line from the first word of each idiom to the second. Then match the definitions with the idioms.

- | | | |
|-----------|---------|--|
| a. drop | away | ___ 1. later |
| b. after | by | ___ 2. immediately |
| c. listen | a while | ___ 3. many |
| d. right | to | ___ 4. just before the last minute |
| e. just | of | ___ 5. visit for a short time |
| f. lots | in time | ___ 6. use your ears to hear something |

5. Tell the Story

Cover the story and look at the pictures above. Tell the story using as many idioms as you can.

- First, work with the whole class to retell the story.
- Then tell the story to a partner or small group.

6. Answer the Questions

About the story

- a. What does Kerry get as a prize?
- b. What does he do with the toy?
- c. How does he feel about what he hears?
- d. Where does he go right away?
- e. What does he tell the doctor?
- f. What is wrong with Kerry's heart? What do the surgeons do?
- g. How is Kerry now?

About you

- h. Where do you like to drop by after work or school?
- i. What kind of music do you listen to?
- j. What are you frightened by?
- k. Do you usually get to class early, just in time, or late?

7. Write About Yourself

Complete the sentences, writing something true about yourself.

- a. I have to _____ right away.
- b. When I was a child, I was frightened by _____.
Now I'm frightened by _____.
- c. I plan to _____ after a while.
- d. I have lots of _____.

8. Take a Dictation

One evening Kerry Kelliby _____
a local bar. He wins a game of darts and gets a toy stethoscope as a
joke prize. _____, Kerry uses the
toy to _____ his heart. He is
_____ what he hears—
_____ beats and then silence. He
goes to the doctor _____. The
doctor finds that Kerry has a hole in his heart. Surgeons operate
_____!

9. Complete the Dialogue

a. Giorgio and his friend are talking about homework. Fill in the blanks with idioms from the box.

- right away
- after a while
- drop by
- listen to
- frightened by
- lots of



Hey Giorgio. Why don't you
(1) _____ tonight?



I don't know, man. I have
(2) _____
homework.



Aw, come on.* We can
(3) _____
some of my new CDs.



I have a math test tomorrow. I should
hit the books** (4) _____.
You know how horrible Ms. Klein's tests are.



You're (5) _____
her easy tests? You must be joking.



Not everyone can be
a genius like you.



I'll call you (6) _____
to see how it's going.

* come on: please do it! (informal)

** hit the books: study

b. Work with a partner. Role-play the dialogue together.

Hat Lady Wants to Cheer You Up

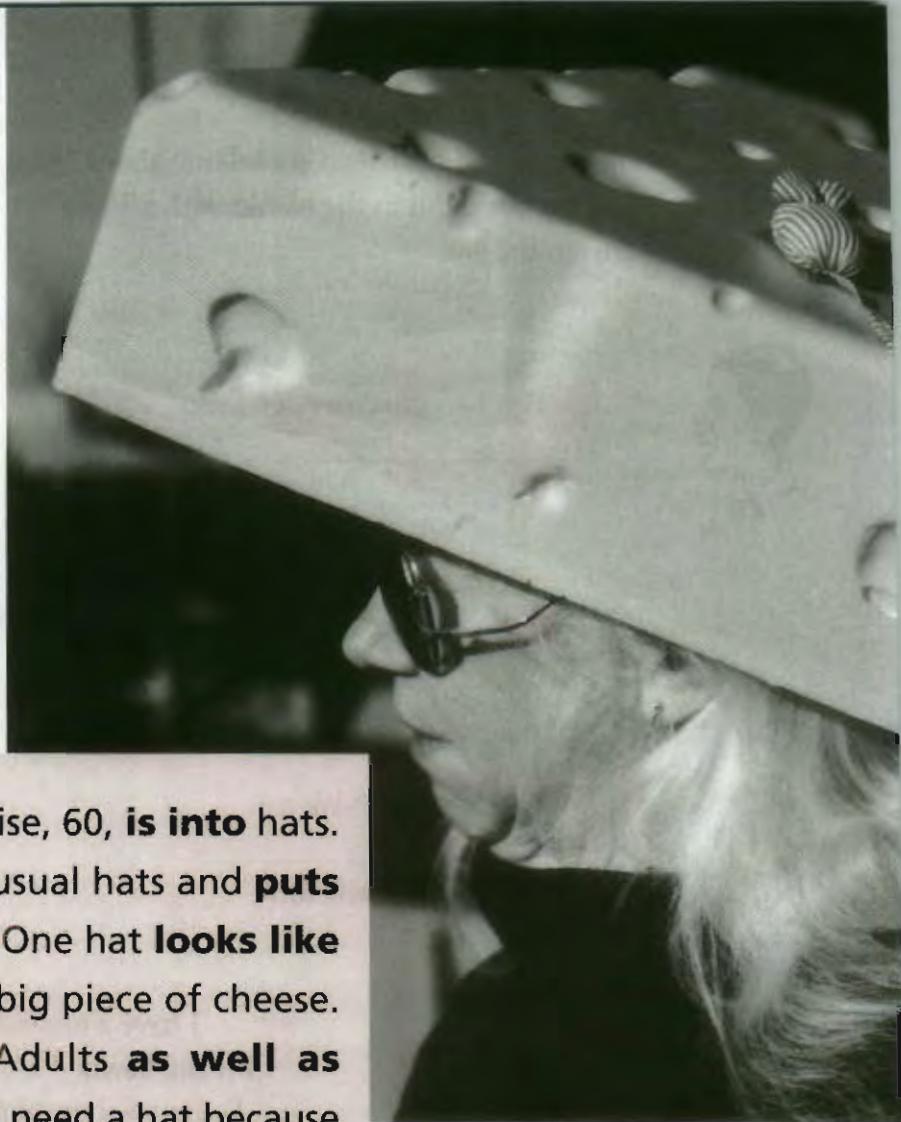
1. Quick Reading

Look at the pictures on page 31.

What is the story about?

Now read quickly to get the main idea.

SANTA FE, NM, USA **1**Norma Vise, 60, **is into** hats. She has a big collection of unusual hats and **puts on** a different one each day. **2**One hat **looks like** a carrot. Another looks like a big piece of cheese. Another looks like a pig. **3**Adults **as well as** children **laugh at** her hats. **4**"I need a hat because I'm very sensitive to light," says Vise. But she wears crazy hats, she says, "because it's fun. Life can be sad. I want to **cheer** people **up**." **5**Vise, a college Spanish teacher, also wears traditional hats from Mexico. She is called the "Hat Lady" around campus. **6**What is the most popular hat? "People **are crazy about** my hamburger hat," says Vise.



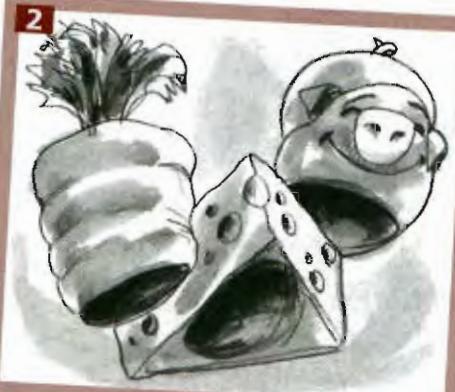
New idioms and expressions

cheer someone up*	make a sad person happier
be into something	be very interested in something
put something on*	wear clothes
look like someone or something	be similar in appearance to someone or something
as well as	in addition to; and also
laugh at someone or something*	show joy at someone or something
be crazy about someone or something	like someone or something very much

*phrasal verb (see Lexicon and Appendix D)

2. Listen

Cover the story and look only at these pictures. Listen to the story two or three times.



3. Read the Story

Now read the story carefully. Pay special attention to the idioms so that you're ready for Exercise 4.

4. Complete the Idiom

Cover page 30. Look at each definition below and then complete the idiom.

- | | |
|--------------------------------|------------------|
| a. wear clothes | = put _____ |
| b. like very much | = be crazy _____ |
| c. and also | = as well _____ |
| d. be similar in appearance to | = look _____ |
| e. be interested in | = be _____ |

5. Tell the Story

Cover the story and look at the pictures above. Tell the story using as many idioms as you can.

- First, work with the whole class to retell the story.
- Then tell the story to a partner or small group.

6. Answer the Questions

About the story

- a. What is Norma Vise into?
- b. What does she put on everyday?
- c. What do some of the hats look like?
- d. Who laughs at her hats?
- e. Why does Vise wear unusual hats?
- f. Which hat are people crazy about?
- g. What do you think of Norma Vise?

About you

- h. What are you into?
- i. Name three foods you are crazy about.
- j. Who (or what) cheers you up when you're sad?
- k. Who do you look like?

7. Write About Yourself

Complete the sentences, writing something true about yourself.

- a. When I was younger, I was into _____
Now I'm into _____
- b. I like to put on _____
- c. I'm crazy about _____
- d. I laugh at _____

8. Take a Dictation

Norma Vise _____ hats. She
_____ a different unusual hat each
day. One hat _____ a carrot. Another
_____ a pig. Vise wears crazy hats
because "it's fun. I want to _____ people
_____." Adults _____
children _____ her hats. What is her
most popular one? "People _____ my
hamburger hat," says Vise.

9. Complete the Story

- a. Read the true story. Fill in the blanks with idioms from the box.

- aren't laughing at
- is into
- cheer...up
- as well as
- are crazy about

Bubble Lady Wants to Cheer People Up

SANTA CRUZ, CA, USA Karen Turcotte, 35, (1) _____ bubbles. Eight hours a week,* she blows soap bubbles at bus stops and at busy intersections. Drivers honk and wave at her. People (2) _____ Turcotte's bubbles, adults (3) _____ children. The Bubble Lady, as she is called, says that life is full of tragedy. "This is a way to (4) _____ people _____."

But police (5) _____ her bubbles. They've given Turcotte a traffic ticket. "The bubbles could cause an accident," says police officer Brad Goodwin.



* a week: each week

- b. Read or tell the story to a partner.

8 Bear Goes on Vacation

1. Quick Reading

Look at the pictures on page 35.

What is the story about?

Now read quickly to get the main idea.



YELLOWSTONE NATIONAL PARK, USA **1**An elderly couple **is taking a vacation** in Yellowstone Park. They stop their car to **take a picture of** some bears. They leave their car doors open. **2**A young bear **gets in**. He **is looking for** food. **3**The man and woman **do their best** to get rid of the bear, but he refuses to move. **4**So they drive 17 miles to a park ranger station with the bear in the back seat. **5**When the man gets out to report the problem, the bear **gets in** the front seat. **6**The rangers can **not believe their eyes!** They find a woman in the passenger seat and a bear behind the wheel.

New idioms and expressions

on vacation	away from work or school; on holiday
take a vacation	have time away from work or school
take a picture (of someone or something)	use a camera to get a photograph (of someone or something)
get in (something)*	enter (a car, bed, bathtub, shower, or small boat)
look for someone or something*	try to find someone or something
do one's best	perform as well as you can
not believe one's eyes	be very surprised to see something

recycled idioms: **get rid of**, **get out**

*phrasal verb (see Lexicon and Appendix D)

2. Listen

Cover the story and look only at these pictures. Listen to the story two or three times.



3. Read the Story

Now read the story carefully. Pay special attention to the idioms so that you're ready for Exercise 4.

4. Match

Cover page 34. Match the definition in column A to the idiom in column B.

A

- a. try to find
- b. enter (a car, bed, etc.)
- c. be very surprised
- d. away from work or school
- e. perform as well as you can

B

- 1. get in
- 2. on vacation
- 3. do your best
- 4. look for
- 5. not believe your eyes

5. Tell the Story

Cover the story and look at the pictures above. Tell the story using as many idioms as you can.

- a. First, work with the whole class to retell the story.
- b. Then tell the story to a partner or small group.

6. Answer the Questions

About the story

- a. Where is the couple taking a vacation?
- b. Why do they stop their car?
- c. Why does a bear get in?
- d. Does he get out?
- e. What does the couple decide to do?
- f. Why can't the rangers believe their eyes?

About you

- g. What do you know about Yellowstone Park? Would you like to take a vacation there? Why or why not?
- h. Tell about a great vacation you took.
- i. Do you like to take pictures? If so, of what?
- j. Do you always do your best?

7. Write About Yourself

Complete the sentences, writing something true about yourself.

- a. I would like to take a vacation to _____
because _____
- b. When I go on vacation, I always look for _____
_____.
- c. I always do my best when I am _____
_____.

8. Take a Dictation

An elderly couple _____ in Yellowstone Park. They stop their car to _____ some bears. A young bear _____. He's _____ food. The man and woman _____ to get rid of the bear, but he refuses to move. So they drive 17 miles to a ranger station with the bear in the back seat. When the man gets out to report the problem, the bear _____ the front seat. The rangers can _____. They find a woman in the passenger seat and a bear behind the wheel.

9. Complete the Dialogue

a. Marcella and Hyunwoo are neighbors. Marcella sees Hyunwoo putting suitcases in the car. Fill in the blanks with idioms from the box.

- **get in**
- **won't believe your eyes**
- **taking a vacation**
- **on vacation**
- **take pictures**



Hi, Hyunwoo. **What's up?***
Where are you going?



You are?



You're (2) _____ to the
Grand Canyon? How wonderful! Can I come?



Great idea—ha ha! I wish I could. I was there a few
years ago and loved it. Do you have your camera?



You'll want to (4) _____.



(1) _____.



Didn't I tell you? To the Grand Canyon.



Sure.

(3) _____!



Yes, and I have **tons of**** film.



It's so beautiful. You

(5) _____.

* What's up?: What's happening?; How are you? (informal)

** tons of: a lot of

b. Work with a partner. Role-play the dialogue together.

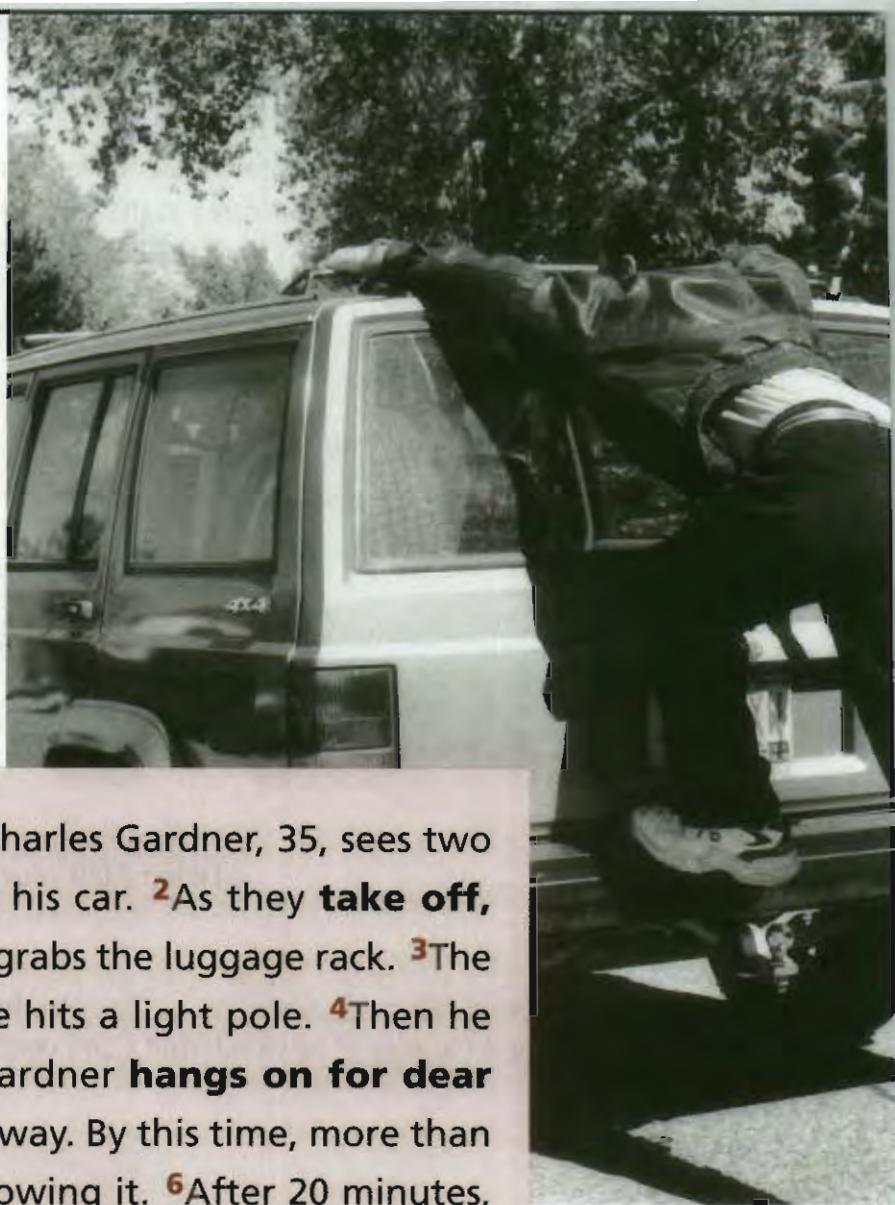
9 Man Hangs on for Dear Life

1. Quick Reading

Look at the pictures on page 39.

What is the story about?

Now read quickly to get the main idea.



CHICAGO, IL, USA **1**One day Charles Gardner, 35, sees two teenage boys **breaking into** his car. **2**As they **take off**, Gardner jumps on the car and grabs the luggage rack. **3**The teenage driver **speeds up**. He hits a light pole. **4**Then he drives through two fences. Gardner **hangs on for dear life**. **5**The car gets on the highway. By this time, more than two dozen police cars are following it. **6**After 20 minutes, the driver **slows down**. Police surround the car. The teens **are in big trouble**. **As for** Gardner, he has some cuts, but he is okay. "It's a miracle that he wasn't killed," said police officer Michael Kuemmeth.

New idioms and expressions

hang on for dear life	hold something very tightly
break into something*	enter illegally by force
take off*	leave (by car, on foot, by plane)
speed up*	go faster
slow down*	go more slowly
be in (big) trouble	have big problems; be in a difficult situation
as for someone or something	regarding or concerning someone or something

recycled idiom: get on

*phrasal verb (see Lexicon and Appendix D)



2. Listen

Cover the story and look only at these pictures. Listen to the story two or three times.



3. Read the Story

Now read the story carefully. Pay special attention to the idioms so that you're ready for Exercise 4.

4. Match

Cover page 38. Match the definition in column A to the idiom in column B.

A

- a. enter illegally by force
- b. go faster
- c. leave
- d. hold something very tightly
- e. be in a difficult situation

B

- 1. take off
- 2. hang on for dear life
- 3. be in big trouble
- 4. break into
- 5. speed up

5. Tell the Story

Cover the story and look at the pictures above. Tell the story using as many idioms as you can.

- a. First, work with the whole class to retell the story.
- b. Then tell the story to a partner or small group.

6. Answer the Questions

About the story

- a. When Gardner first sees the boys, what are they doing?
- b. What does he do when the car takes off?
- c. When the teenage driver speeds up, what does Gardner do?
- d. Why does the driver finally slow down?
- e. Why are the teens in big trouble? What kind of punishment do you think they should get?

About you

- f. When you were a teen, were you ever in big trouble?
- g. Are you a good driver? When do you speed up? When do you slow down?
- h. Has anyone ever broken into your car, apartment, or house?
- i. Is your life busy and fast? How do you slow down?

7. Write About Yourself

Complete the sentences, writing something true about yourself.

- a. Recently I was in big trouble when _____.
_____.
- b. When I'm on a plane and it is taking off, I _____.
_____.

8. Take a Dictation

One day Charles Gardner, 35, sees two boys _____ his car. They _____, and Gardner jumps on the car. The driver _____. He hits a light pole. Then he drives through two fences. Gardner _____. The car gets on the highway. By this time, more than two dozen police cars are following it. After 20 minutes, the driver _____ and police surround the car. The teens _____. Gardner, he is okay.

9. Complete the Dialogue

a. Blanca and Julia are going to school.

Blanca is giving Julia a ride on her bike.

Fill in the blanks with idioms from the box.

- **be in big trouble**
- **slow down**
- **as for**
- **speed up**
- **am hanging on for dear life**



Blanca, you're going too fast!

We're late! We have to

(1) _____ a little.



But not down this hill!

We'll (2) _____ if
we're late for school again. Ms. Vine will...



...I know, I know, but please
(3) _____ a little. I don't
want to fall. And (4) _____
Ms. Vine, she can just wait.

Don't sweat it!*

Everything's under control!**



I (5) _____.

* Don't sweat it!: Don't worry about it. (informal)

** Everything's under control!: Everything is fine.

b. Work with a partner. Role-play the dialogue together.

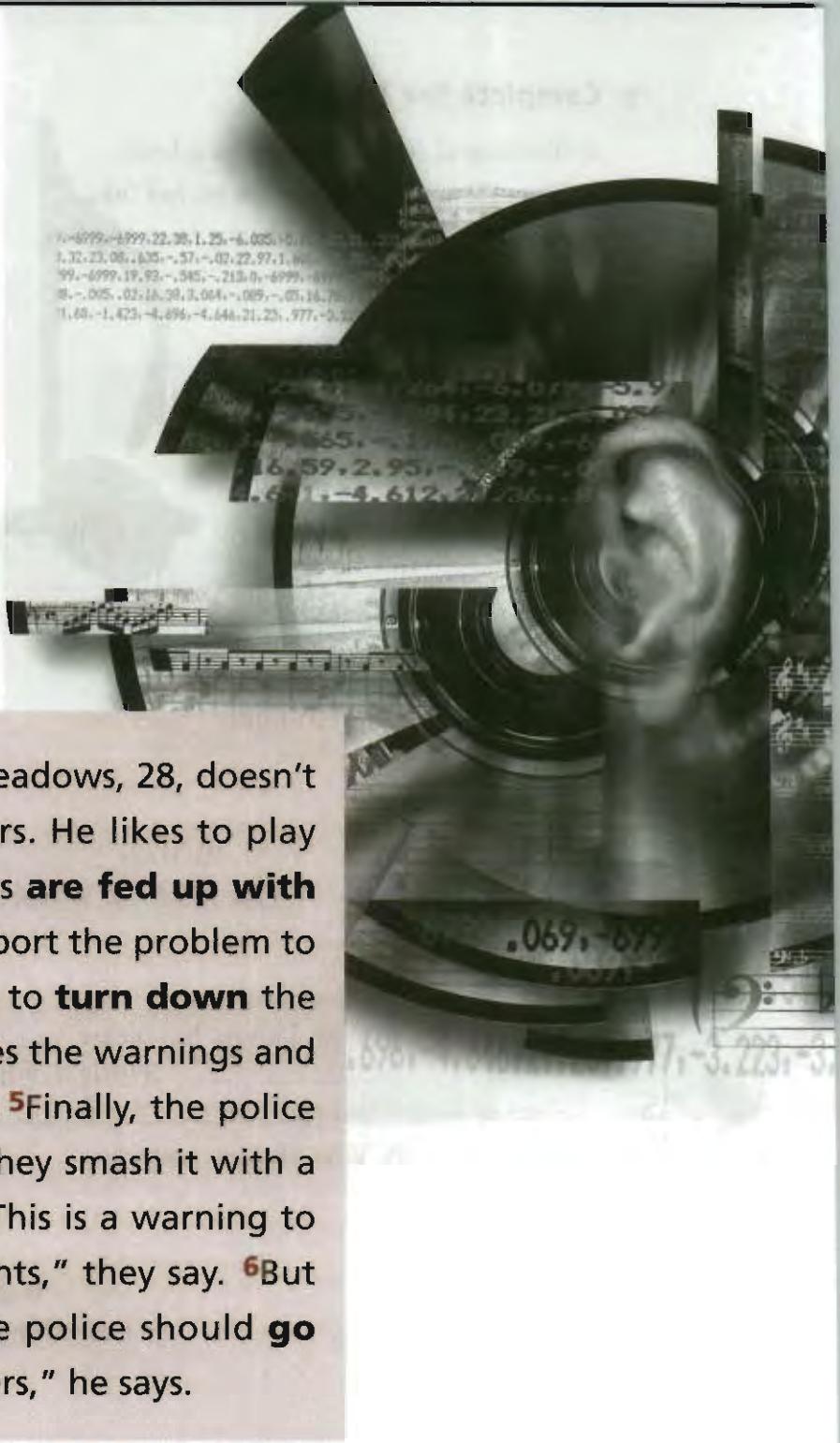
10 Neighbors Fed Up with Loud Music

1. Quick Reading

Look at the pictures on page 43.

What is the story about?

Now read quickly to get the main idea.



LONDON, ENGLAND **1**James Meadows, 28, doesn't **get along with** his neighbors. He likes to play loud music. **2**But his neighbors **are fed up with** it. **3****Again and again** they report the problem to the police. They tell Meadows to **turn down** the volume. **4**But Meadows ignores the warnings and continues to play loud music. **5**Finally, the police **take away** his \$700 stereo. They smash it with a hammer on a public street. "This is a warning to everyone. Neighbors have rights," they say. **6**But Meadows **is steaming**. "The police should **go after** criminals, not music lovers," he says.

New idioms and expressions

be fed up (with someone or something)	be tired of; be at the end of your patience (with someone or something)
get along (with someone)*	have a good relationship (with someone)
again and again	many times; repeatedly
turn something down*	make something less loud or less strong
take something away*	remove something
be steaming	be angry
go after someone or something*	try to get or catch someone or something

*phrasal verb (see Lexicon and Appendix D)

2. Listen

Cover the story and look only at these pictures. Listen to the story two or three times.



3. Read the Story

Now read the story carefully. Pay special attention to the idioms so that you're ready for Exercise 4.

4. Complete the Idiom

Cover page 42. Look at each definition below and then complete the idiom.

- | | |
|----------------------------------|--------------------|
| a. be angry | = be _____ |
| b. try to get or catch | = go _____ |
| c. have a good relationship with | = get _____ with |
| d. many times | = again and _____ |
| e. be tired of | = be _____ up with |

5. Tell the Story

Cover the story and look at the pictures above. Tell the story using as many idioms as you can.

- First, work with the whole class to retell the story.
- Then tell the story to a partner or small group.

6. Answer the Questions

About the story

- a. How do Meadows' neighbors feel about his music?
- b. What do they do about it?
- c. What do the authorities tell Meadows?
- d. Does he listen to them?
- e. What do the police finally do with the stereo?
- f. How does Meadows feel about it?
- g. Do you think the police did the right thing?

About you

- h. Do you get along with your neighbors?
- i. Do they do anything that you are fed up with?
- j. Do you like loud music? If so, do people ask you to turn it down?
- k. Are you steaming about something now? If so, what?

7. Write About Yourself

Complete the sentences, writing something true about yourself.

- a. I'm fed up with _____
because _____
- b. I like to _____
again and again.
- c. I get along well with _____
because _____

8. Take a Dictation

James Meadows doesn't _____ his neighbors. His neighbors _____ his loud music. They report the problem to the police _____. The police tell Meadows to _____. the volume, but Meadows ignores the warnings. Finally, the police _____. his stereo. They smash it with a hammer on a public street. Meadows _____. "The police should _____. criminals, not music lovers," he says.

9. Complete the Story

- a. Read the true story and fill in the blanks with idioms from the box.

- is steaming
- again and again
- going after
- get along with
- is fed up with

Man Arrested for Piano Playing

ORONO, ME, USA Robert Noland doesn't (1) _____ his neighbor. Noland has a Master's degree in piano, and he plays concerts all over the U.S. and Europe. When he is at home, he practices the piano a lot. Sometimes he plays the same music (2) _____. But his neighbor, Mary Lou Dall, (3) _____ the noise.



One day Noland is practicing the piano. It's very hot and his windows are open. Two police officers appear at his door. They tell Noland that Mary Lou Dall has called them about his loud music. "You have to stop playing or shut the windows," they say.

Noland ignores the warning. He **keeps on*** playing the piano with the windows open. The police return and arrest him. Noland is waiting to go to court, and he (4) _____. "Why are the police (5) _____ me? I'm not drunk in the middle of the street. I'm only playing the piano!" he says.

* keep on doing something: continue doing something

recycled idiom: at home

- b. Read or tell the story to a partner.

Review 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

A. Idioms in pictures: What do these pictures show? Write the second word of the idiom.

1. laugh a t



5. hang — —



2. listen — —



6. put — —



3. speed — —



7. take — — — —



4. take — — — —



8. slow — — — —



B. Word partners: Look at the common words and phrases that follow these idioms.

Can you add others?

1. **put on** a dress

3. **laugh at** a joke

perfume

a TV show

lotion

a funny story

gloves

a clown

sunglasses

an idea

a hat _____

2. **break into** a bank

4. **get in** bed

a building

line

a store

the bathtub

an apartment

a truck

a safe

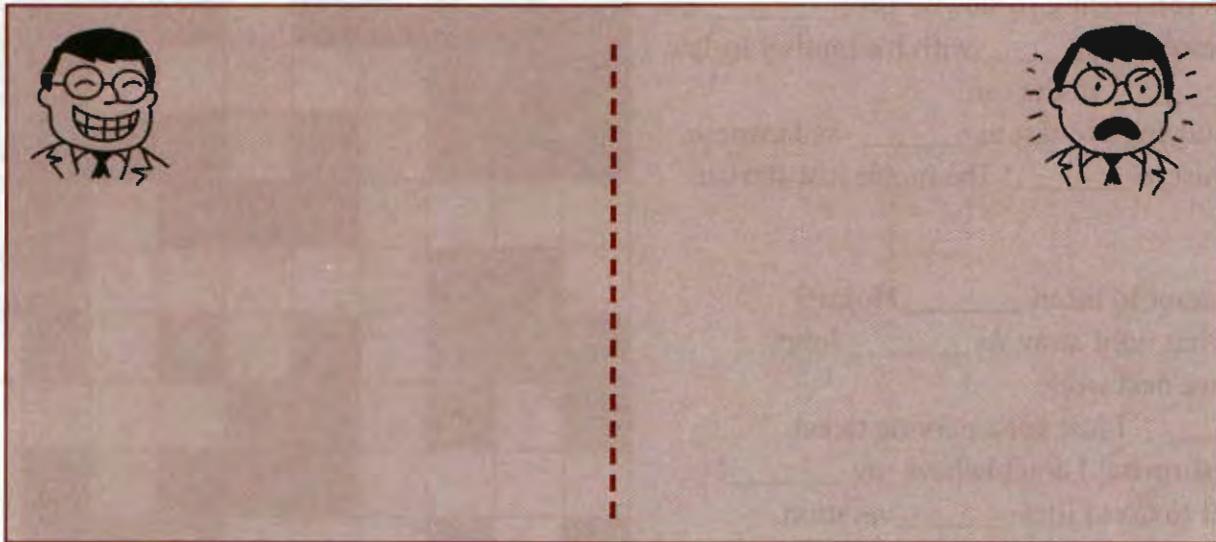
a taxi

Note: You *get on* a bus, train, plane, and ship.

C. Good or bad? Is the speaker feeling good or bad? Write the sentences in the correct box.

I'm fed up with all of this.
Please cheer me up!
I'm really into this!
I'm in big trouble now!

I'm crazy about this.
I'm steaming.
I'm getting along with everyone.
I'm frightened by it.



D. Expressions with take: Complete each sentence with the correct expression.

take off
take...away

take a picture of
take a vacation

1. The dog has my shoes! _____ them _____ from him!
2. I'd like to _____, but my boss doesn't want me to.
3. Can you _____ me, please?
4. Hurry! The plane is going to _____ in ten minutes.

E. Expressions with be: Complete each sentence with the correct expression.

Use the correct form of the verb *be*.

be into
be frightened by
be crazy about

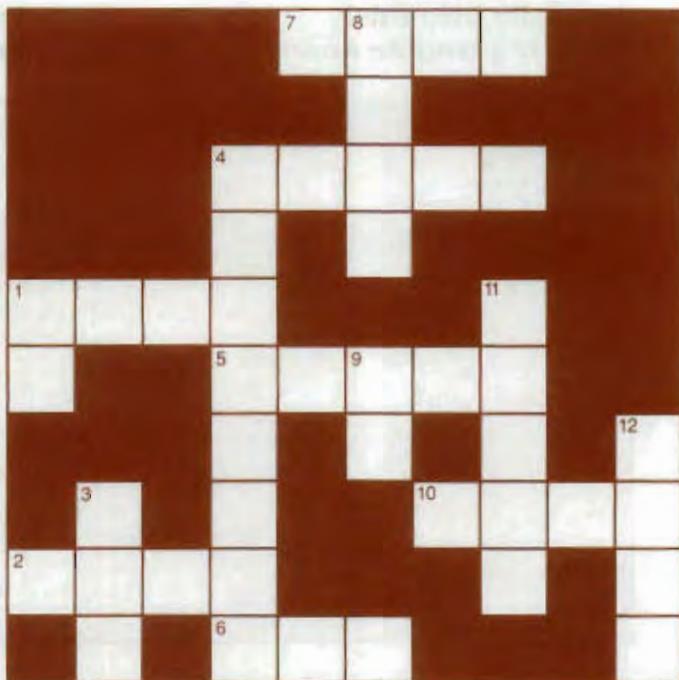
be fed up with
be steaming
be in big trouble

1. I don't want to play this game anymore. I _____ it.
2. I _____. The dog just ate my shoes.
3. You're late again! The boss is steaming. You _____ now.
4. Basketball is her favorite sport. She _____ it.
5. Last year she was into tattoos. This year she _____ body piercings.
6. I _____ spiders and snakes, aren't you?

F. Crossword puzzle: Complete the idioms and fill in the crossword puzzle.

Across

1. The plane will _____ off at 11 o'clock.
2. I'm trying to sleep! Please turn _____ the TV.
4. Why are you driving so slowly? Let's _____ up.
5. Ivan doesn't get _____ with his mother-in-law.
6. Please _____ in the car.
7. She's studying Chinese as _____ as Japanese.
10. You're just in _____. The movie just started.



Down

1. Do you want to listen _____ Mozart?
3. I'm leaving right away. As _____ John,
he'll leave next week.
4. I'm _____. I just got a parking ticket.
8. What a surprise! I don't believe my _____!
9. We went to Costa Rica _____ vacation.
11. I left messages with Katya again and _____
but I never got an answer.
12. I did my _____ on the test.

G. Complete the sentences: Complete the sentences so they are true for you.

1. This morning I put _____ on.
2. Some of my friends are into _____,
but I'm not.
3. I want to take vacation _____
(where? when?).
4. I often drop by _____
in order to _____.
5. I like to listen to _____
again and again.
6. I would like to buy lots of _____.

H. Idiom game: Play this game in pairs or groups of three. Each player should put a different marker (a penny, a button, etc.) on START. Players will take turns, beginning with the person whose birthday comes first in the year.

Directions:

1. When it is your turn close your eyes. Use your pencil to touch a number (in the box on the right). Move your marker that many spaces.
2. Try to make a **personal, true** sentence using the idiom.
3. If you can do it, stay on the space. If you can't, go back two spaces.
4. The first person to reach FINISH is the winner.

4	3	2	1	2
2	4	3	4	3
1	2	2	3	1



11

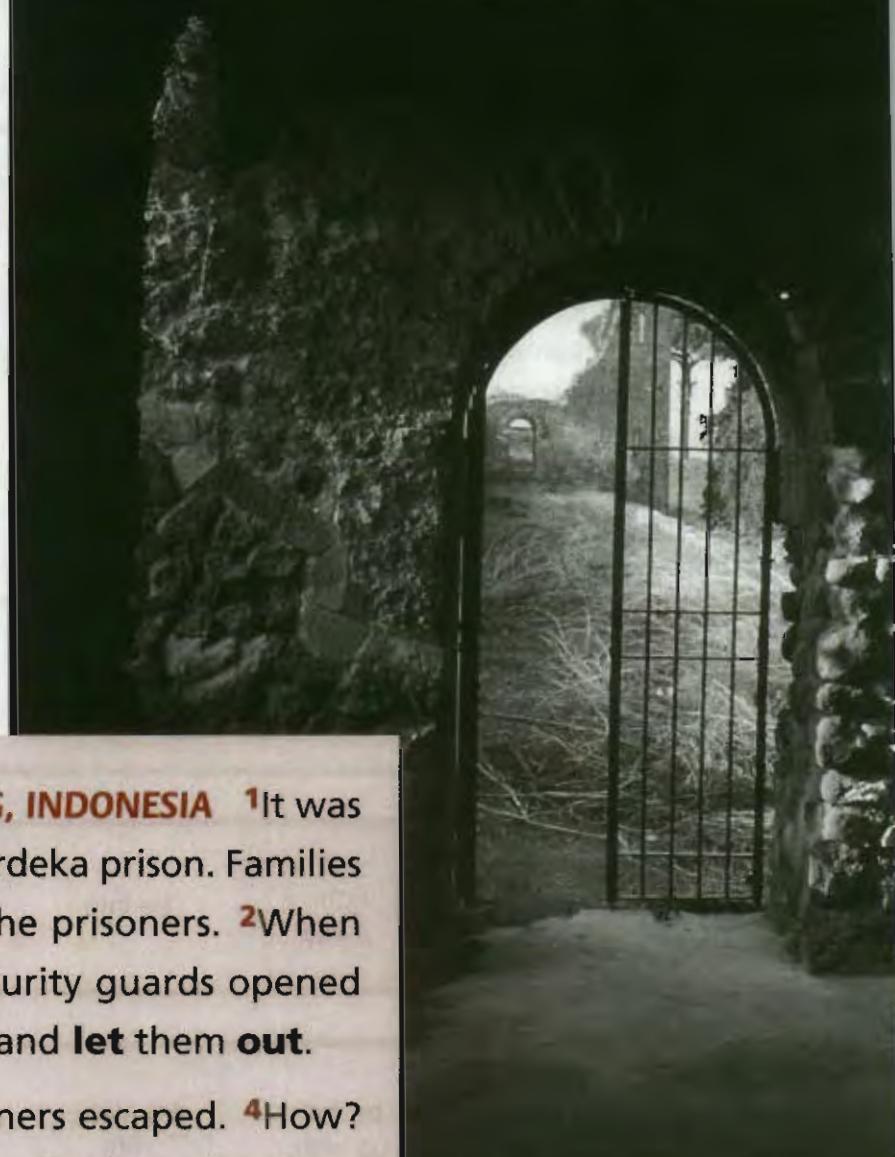
Prison Escape is Easy as Pie

1. Quick Reading

Look at the pictures on page 51.

What is the story about?

Now read quickly to get the main idea.



SUMATRA ISLAND, PALEMBANG, INDONESIA **1**It was Sunday, visiting day, at the Merdeka prison. Families were **spending time with** the prisoners. **2**When visiting hours **were over**, security guards opened the front gate for the visitors and **let them out**.

3**Later on** that day, 106 prisoners escaped. **4**How? It was **as easy as pie**. They walked out the front gate! **5**The guards had **made a mistake** and forgotten to lock it. **6**Prison officials are red in the face. Police are looking for the escaped prisoners, but **so far**, they have caught only three.

New idioms and expressions

(as) easy as pie	very simple, easy
spend time (with someone)	use time (with someone)
be over	be finished; end
let someone out*	allow someone to leave
later on	later; at some time in the future
make a mistake	do something incorrectly
so far	until now; up to the present time

recycled idioms: **be red in the face**, **look for**

*phrasal verb (see Lexicon and Appendix D)

2. Listen

Cover the story and look only at these pictures. Listen to the story two or three times.



3. Read the Story

Now read the story carefully. Pay special attention to the idioms so that you're ready for Exercise 4.

4. Match

Cover page 50. Draw a line from the first word of the idiom to the second. Then match the definitions with the idioms.

- | | | |
|---------------|---------|-----------------------------------|
| a. later | pie | ___ 1. very simple |
| b. make a | out | ___ 2. allow to go out |
| c. as easy as | over | ___ 3. end |
| d. be | on | ___ 4. at some time in the future |
| e. let | mistake | ___ 5. do something incorrectly |

5. Tell the Story

Cover the story and look at the pictures above. Tell the story using as many idioms as you can.

- First, work with the whole class to retell the story.
- Then tell the story to a partner or small group.

6. Answer the Questions

About the story

- a. Why were families spending time with prisoners?
- b. What happened when visiting hours were over?
- c. When did the prisoners escape?
- d. Why was their escape as easy as pie?
- e. How do prison officials feel now?
- f. How many prisoners have they found so far?

About you

- g. Tell about a time when you made a big mistake.
- h. What things are easy as pie for you?
- i. How do you spend your free time? Who do you like to spend it with?
- j. Do you have a pet? Do you let it out of the house alone?
- k. What time is your English class over?

7. Write About Yourself

Complete the sentences, writing something true about yourself.

- a. Yesterday, I spent time with _____.
 - b. When school or work is over, I usually _____.
 - c. Later on I plan to _____.
 - d. So far in this book, I have learned _____.
-
-
-

8. Take a Dictation

It was Sunday at the Merdeka prison. Families were _____ the prisoners. When visiting hours _____, security guards opened the front gate and _____ the visitors. _____ that day, more than 100 prisoners escaped. How? It was _____. They walked out the front gate! The guards had _____ and forgotten to lock it. Prison officials are red in the face. Police are looking for the escaped prisoners, but they've caught only three _____.

9. Complete the Story

- a. Read the true story and fill in the blanks with idioms from the box.

- was over
- later on
- easy as pie
- made a mistake
- spend time
- let out

Drama at McDonald's

BODENGRAVEN, THE NETHERLANDS People in Bodengraven love to (1) _____ at their local McDonald's restaurant. It's quick, and getting a meal there is (2) _____.



But one day, the fast-food restaurant didn't open on time. Customers wanted their Big Macs. They called the police, and the police became worried. "McDonald's always opens **on time!**"* they thought. The police were afraid there was a hostage situation inside the restaurant. Soon there were more than 30 police cars around the restaurant. (3) _____, police called a special team to storm the building. It was time to (4) _____ the hostages. Just then, the manager of the restaurant arrived. "I'm sorry. I thought I was working the late shift," he said. The drama (5) _____. The police (6) _____ and they are red in the face.

* on time: at the correct time

recycled idiom: be red in the face

- b. Read or tell the story to a partner.

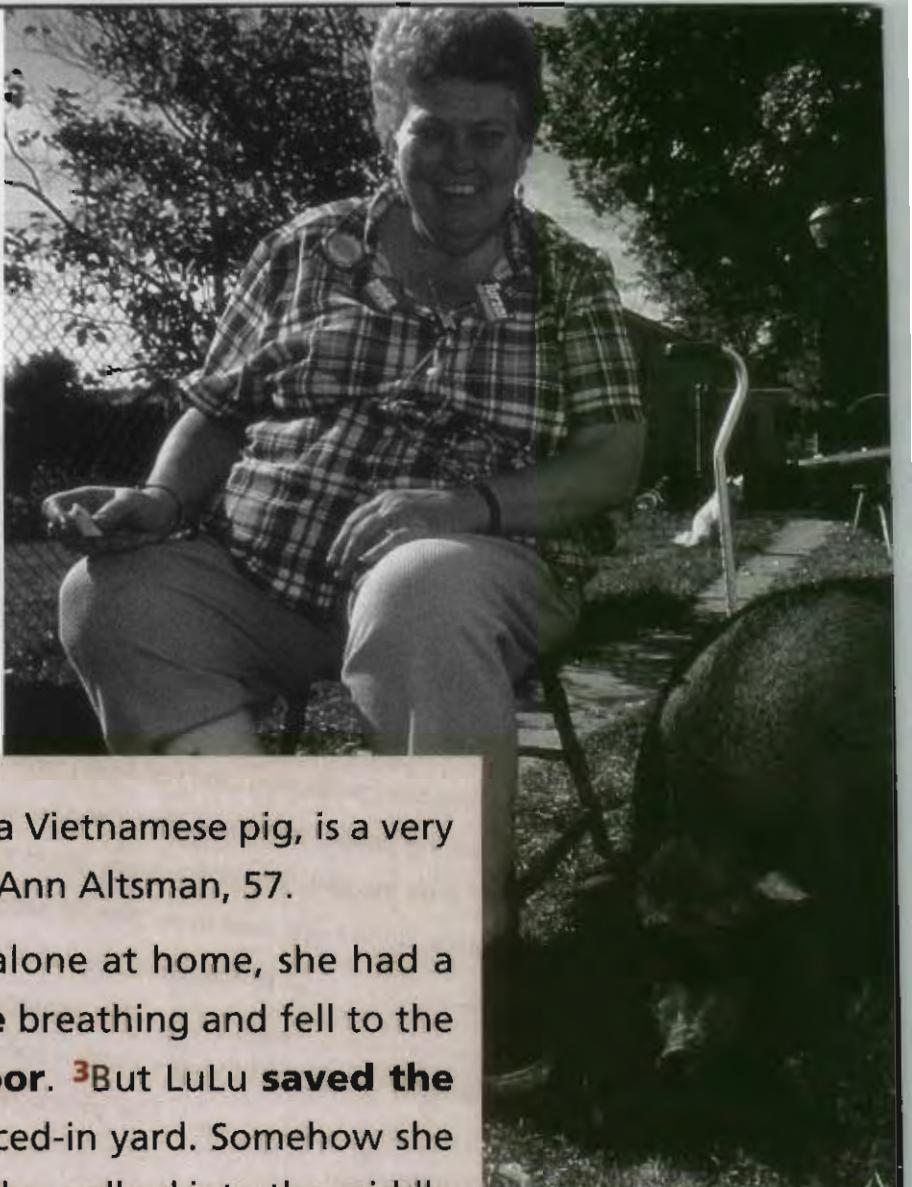
12 Smart Pig Saves the Day

1. Quick Reading

Look at the pictures on page 55.

What is the story about?

Now read quickly to get the main idea.



PITTSBURGH, PA, USA 1 LuLu, a Vietnamese pig, is a very smart pet. She **belongs to** Jo Ann Altsman, 57.

2 One day when Jo Ann was alone at home, she had a heart attack. She **had trouble** breathing and fell to the floor. She **was at death's door**. 3 But LuLu **saved the day**. The pig ran into the fenced-in yard. Somehow she pushed the gate open. 4 Then she walked into the middle of the road and **lay down**. 5 A surprised motorist stopped and got out of his car. LuLu **got up** and led the man into the house. He quickly called an ambulance. 6 When the ambulance **showed up**, LuLu tried to get in too. "She's very, very smart," the lucky owner said later.

New idioms and expressions

save the day	produce excellent results when things are going badly
belong to someone*	be the property of someone
have trouble doing something	find something difficult to do
be at death's door	be near death
lie down*	rest in a horizontal position
get up*	rise from a sitting or lying position
show up*	appear; arrive

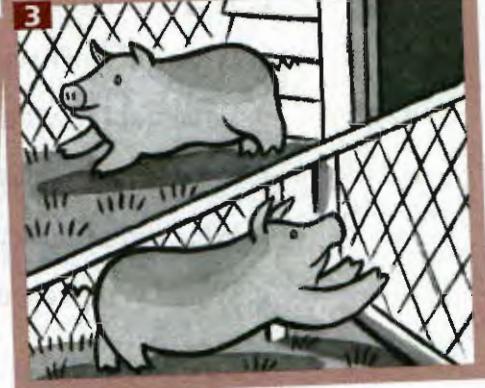
recycled idioms: at home, get out, get in

*phrasal verb (see Lexicon and Appendix D)



2. Listen

Cover the story and look only at these pictures. Listen to the story two or three times.



3. Read the Story

Now read the story carefully. Pay special attention to the idioms so that you're ready for Exercise 4.

4. Complete the Idiom

Cover page 54. Look at each definition below and then complete the idiom.

- | | |
|---|-----------------------|
| a. be near death | = be at death's _____ |
| b. arrive, appear | = show _____ |
| c. be the property of | = belong _____ |
| d. produce excellent results
when things are bad | = save the _____ |
| e. rest in a horizontal position | = lie _____ |

5. Tell the Story

Cover the story and look at the pictures above. Tell the story using as many idioms as you can.

- First, work with the whole class to retell the story.
- Then tell the story to a partner or small group.

6. Answer the Questions

About the story

- a. Who does LuLu belong to?
- b. Why was LuLu's owner at death's door?
- c. What did she have trouble doing?
- d. What did LuLu do to save the day?
- e. When the motorist got out of his car, what did LuLu do?
- f. What did LuLu try to do when the ambulance showed up? Why?
- g. Would you like a pet like LuLu?

About you

- h. Do you have a pet? If so, is your pet smart?
- i. Tell about a situation when you (or someone you know) saved the day.
- j. What time do you usually get up in the morning?
- k. What do you have trouble doing? Do you ask for help?

7. Write About Yourself

Complete the sentences, writing something true about yourself.

- a. I like to lie down on/in _____ to rest.
- b. I'm very happy that _____ belongs to me.
- c. I never have trouble _____.
- d. On weekends, I get up at _____.

8. Take a Dictation

One day Jo Ann Altsman, 57, had a heart attack. She _____ breathing and was _____. But her pet pig LuLu _____ . LuLu went into the middle of the road and _____. Finally, a motorist stopped. LuLu _____ and led the man into the house, where he called an ambulance. When it _____, LuLu tried to get in too. "She's very, very smart," the lucky owner said later.

9. Complete the Story

- a. Read the true story and fill in the blanks with idioms from the box.

- saved the day
- lay down
- belonged to
- showed up
- got up

Hit and Run

BUFFALO, NY, USA One evening, Tracey Schelanski
(1)_____



and fell asleep. A few hours later, she heard a loud crash. She (2)_____ and looked out the window. A car had hit her house! But no one got out. Instead, the car **backed up*** and drove away!

The next morning, Tracey looked at the damage to her house. It was bad, and Tracy was steaming. But then she noticed something. The car's license plate was stuck in the house! The license plate (3)_____ for Tracey. When police (4)_____, they told her it (5)_____ a 23-year-old man. They arrested him right away.

* back up: move in reverse

recycled idioms: fall asleep, get out, be steaming, right away

- b. Read or tell the story to a partner.

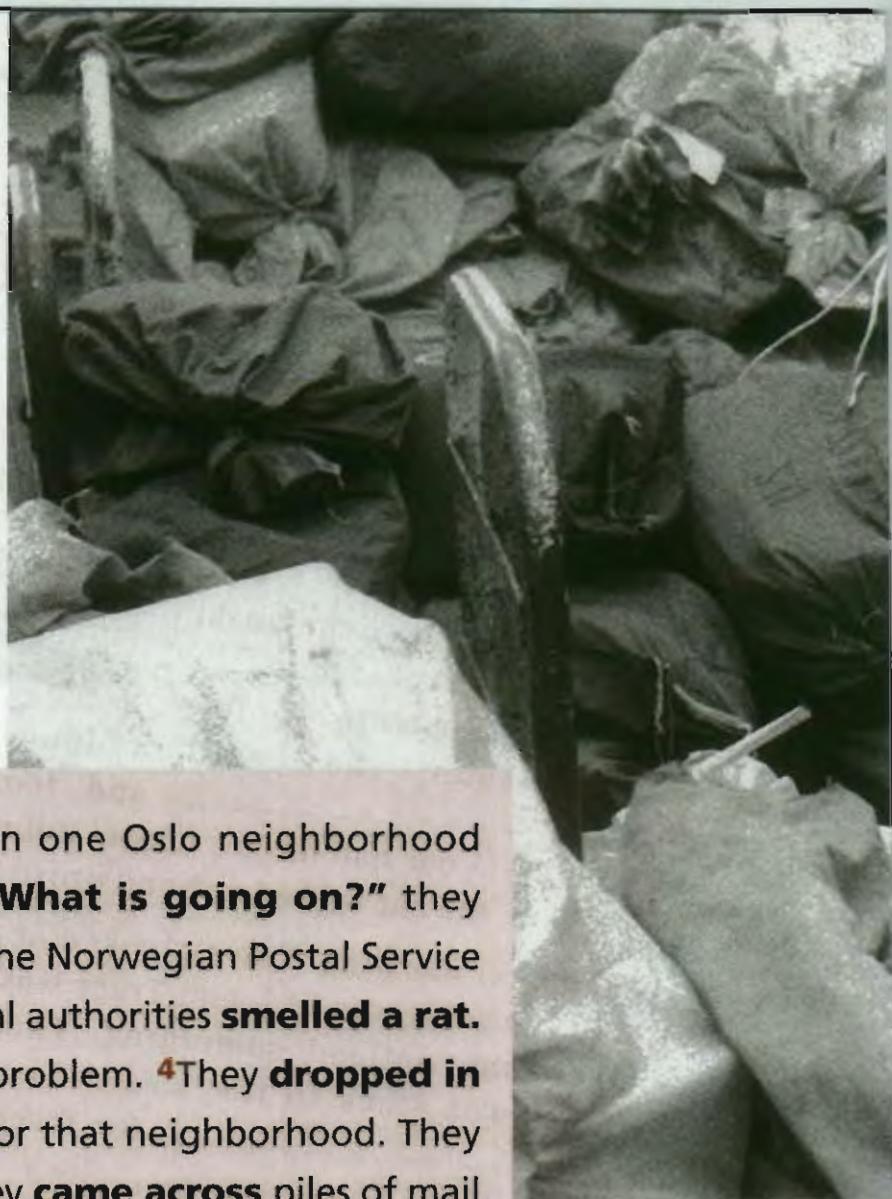
13 Lazy Mailman Hides Letters

1. Quick Reading

Look at the pictures on page 59.

What is the story about?

Now read quickly to get the main idea.



OSLO, NORWAY 1 Residents in one Oslo neighborhood were not getting any mail. “**What is going on?**” they asked each other. 2 They told the Norwegian Postal Service about the problem. 3 The postal authorities **smelled a rat**. They began to **look into** the problem. 4 They **dropped in** at the home of the mailman for that neighborhood. They couldn’t believe their eyes. They **came across** piles of mail in the man’s house. There were **at least** 900 pounds of letters and packages. 5 It seems the mailman was too lazy to finish his route every day. 6 Most bosses are happy when an employee takes work home, but not the Norwegian Postal Service. They fired the mailman **at once**.

New idioms and expressions

What is going on?	What is happening?
smell a rat	think there may be something wrong or illegal
look into something*	investigate; examine something
drop in (at a place)*	visit for a short time, often unexpectedly
come across something*	find something by chance
at least	a minimum of; no fewer than
at once	immediately

recycled idiom: not believe one's eyes

*phrasal verb (see Lexicon and Appendix D)



2. Listen

Cover the story and look only at these pictures. Listen to the story two or three times.



3. Read the Story

Now read the story carefully. Pay special attention to the idioms so that you're ready for Exercise 4.

4. Complete the Idiom

Cover page 58. Look at each definition below and then complete the idiom.

- | | |
|-----------------------|-----------------------|
| a. What is happening? | = What is going ____? |
| b. investigate | = look _____ |
| c. find by chance | = come _____ |
| d. immediately | = at _____ |
| e. a minimum of | = at _____ |

5. Tell the Story

Cover the story and look at the pictures above. Tell the story using as many idioms as you can.

- First, work with the whole class to retell the story.
- Then tell the story to a partner or small group.

6. Answer the Questions

About the story

- a. What did residents in Oslo ask each other?
- b. When postal authorities smelled a rat, what did they do?
- c. How did they react when they went to the mailman's home?
- d. What did they come across?
- e. How many pounds of mail were there?
- f. Why didn't the mailman deliver the mail?
- g. What did the Norwegian Postal Service do?

About you

- h. Are you sometimes too lazy to finish things?
- i. Tell about a situation when you smelled a rat.
- j. Have you ever come across something valuable on the street?
- k. What is going on this week at your school or at your job?

7. Write About Yourself

Complete the sentences, writing something true about yourself.

- a. I need to _____
at once.
- b. I often drop in to see _____.
- c. I have at least _____ pairs of shoes.

8. Take a Dictation

Some residents in Oslo, Norway, were not getting any mail.

"_____?" they asked each other. The Norwegian Postal Service _____ and _____ the problem. They _____ at the home of the mailman for that neighborhood. They couldn't believe their eyes. They _____ piles of mail in the man's house—_____ 900 pounds! They fired him _____.

9. Complete the Dialogue

a. Paco and Gianni are friends. They're talking about Paco's car. Fill in the blanks with idioms from the box.

- at once
- smell a rat
- looking into
- what's going on
- at least



Hey, Gianni. (1) _____?

Where's my car? You said you were returning it today.



Yes, I do.

Well...

I need it now. (2) _____.

Um, Paco, the car... uh... You don't want to see it.



I (3) _____. Where is my car?

Well, uh, I parked it over there, across the street.



Where? Oh! I don't believe my eyes! The front is smashed in. Oh, no! Oh, man, you had an accident! It looks bad! That'll cost me (4) _____ \$1,000 bucks!*



Paco, calm down. Someone hit it in a parking lot.

I reported it to the police and they're

(5) _____ it. I'm really sorry, man.



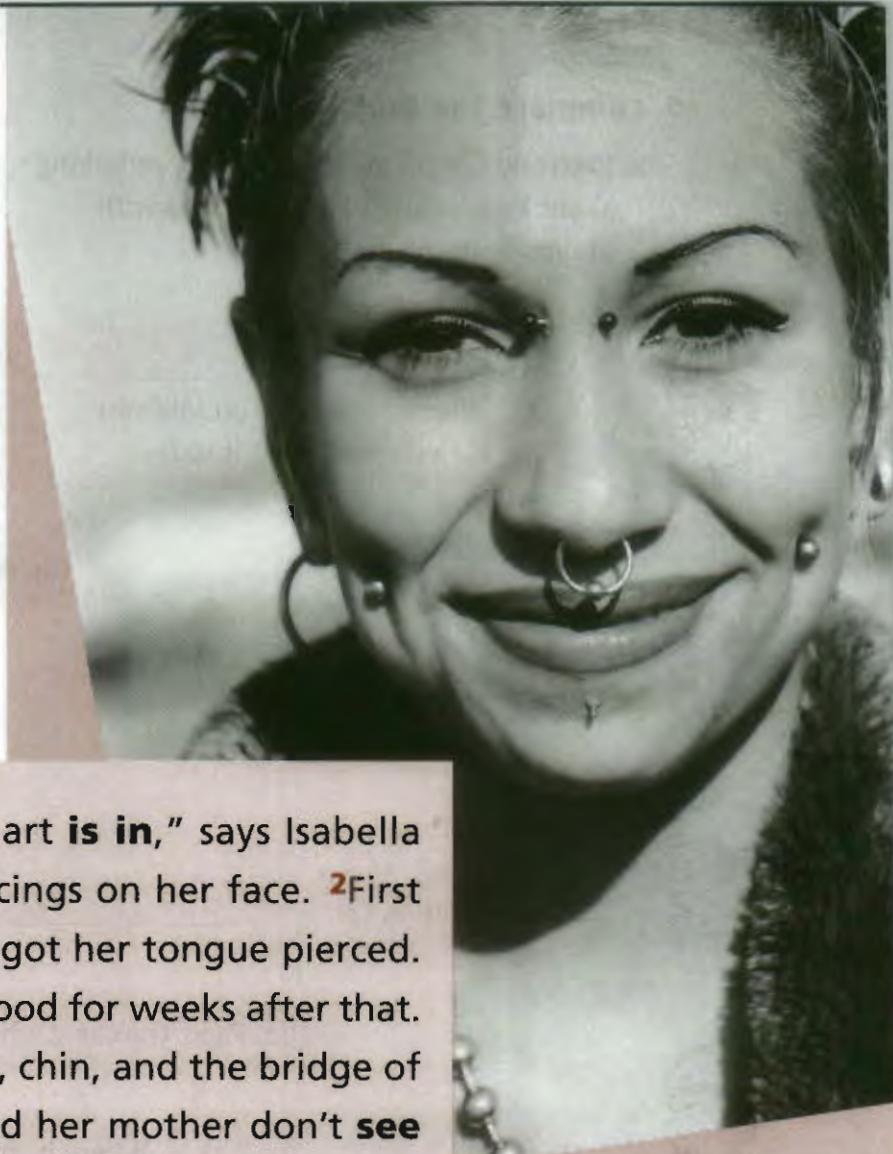
Not half as sorry as I am.

* bucks: dollars (informal)

recycled idioms: I don't believe my eyes, calm down

b. Work with a partner. Role-play the dialogue together.

14 Girl Wants More Body Art



1. Quick Reading

Look at the pictures on page 63.

What is the story about?

Now read quickly to get the main idea.

SANTA FE, NM, USA **1**"Body art **is in**," says Isabella Ortega, 18. She has nine piercings on her face. **2**First she got a nose ring. Then she got her tongue pierced. She couldn't stand to eat hot food for weeks after that. **3**Next she got her cheeks, ears, chin, and the bridge of her nose pierced. **4**Isabella and her mother don't **see eye to eye** about body art. Her mother **gets mad** at her each time she wants more. **5**Does Isabella **have second thoughts about** her piercings? "**At times** I do," she admits. "People **stare at** me, and I hate that." **6**But she is already **thinking about** her next piercing. "I want four or five rings in my lips," she says.

New idioms and expressions

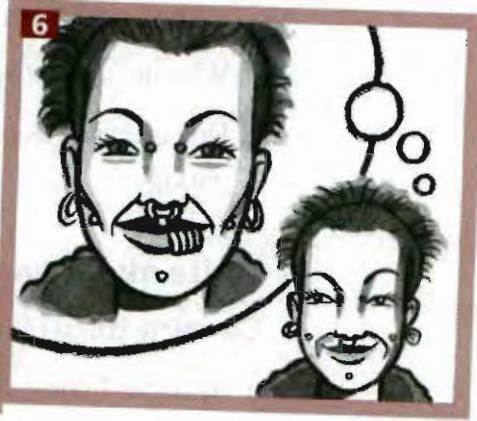
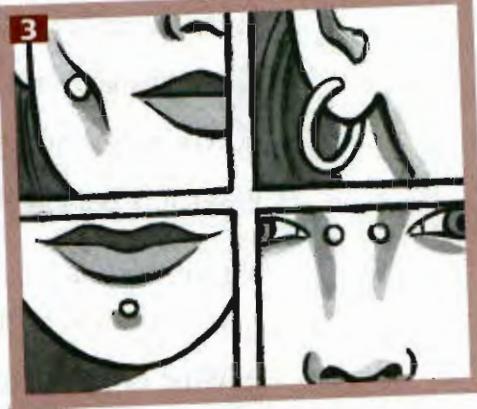
be in	be in fashion; be popular
see eye to eye	agree completely
get mad (at someone)	become angry (at someone)
have second thoughts (about something)	have doubts (about something)
at times	sometimes; occasionally
stare at someone or something*	look at someone or something with wide eyes
think about someone or something*	consider; anticipate; form a mental image of someone or something

recycled idiom: can't stand something

*phrasal verb (see Lexicon and Appendix D)

2. Listen

Cover the story and look only at these pictures. Listen to the story two or three times.



3. Read the Story

Now read the story carefully. Pay special attention to the idioms so that you're ready for Exercise 4.

4. Match

Cover page 62. Match the definition in column A to the idiom in column B.

A

- a. be popular
- b. look at with wide eyes
- c. sometimes
- d. agree completely
- e. become angry at

B

- 1. stare at
- 2. get mad at
- 3. see eye to eye
- 4. at times
- 5. be in

5. Tell the Story

Cover the story and look at the pictures above. Tell the story using as many idioms as you can.

- a. First, work with the whole class to retell the story.
- b. Then tell the story to a partner or small group.

6. Answer the Questions

About the story.....

- a. What do you think about Isabella's body art?
- b. How does her mother react when Isabella wants another piercing?
- c. Is Isabella always completely happy with her body art?
- d. What do people do when she goes out?
- e. What is Isabella thinking about now?

About you

- f. Is body art in with your group of friends?
- g. What is in with teens in your country (music, dance, fashion, etc.)? What is in with you and your friends?
- h. Who do you get mad at? Why?
- i. Do you have second thoughts about a decision you made when you were younger?

7. Write about Yourself

Complete the sentences, writing something true about yourself.

- a. At times I don't see eye to eye with _____
because _____
- b. I am always thinking about _____
- c. Last week I got mad at _____
because _____

8. Take a Dictation

"Body art _____," says Isabella Ortega.

She has nine piercings on her face. First she got a nose ring. Then she got her tongue pierced. Next she got her cheeks, ears, chin, and the bridge of her nose pierced. Isabella's mother doesn't _____ with her about body art. She _____ Isabella when she gets another piercing. _____, Isabella _____ her body art. She hates when people _____ her. But she's _____ getting rings in her lips.

9. Complete the Dialogue

- a. Ivanka is talking with her mother about changing her hair color. Fill in the blanks with idioms from the box.

- get mad at
- is in
- I'm thinking about
- see eye to eye
- at times



Mom, I want to do something to my hair. (1) _____ changing the color.



It's boring. I love red hair. Purple hair (2) _____ too.



Purple hair? Are you serious? Don't you dare. Honey, (3) _____ I think you're completely crazy.



Don't (4) _____ me, mom. It'll look good.



Well, I do.

I don't think so.



Well, we'll never (5) _____ about this. Let's discuss it at dinner with your father.



With dad? He doesn't have a clue about* fashion. He doesn't know what's out** or what's in.

* not have a clue about something: not know anything about something

** be out: be out of fashion

- b. Work with a partner. Role-play the dialogue together.

15

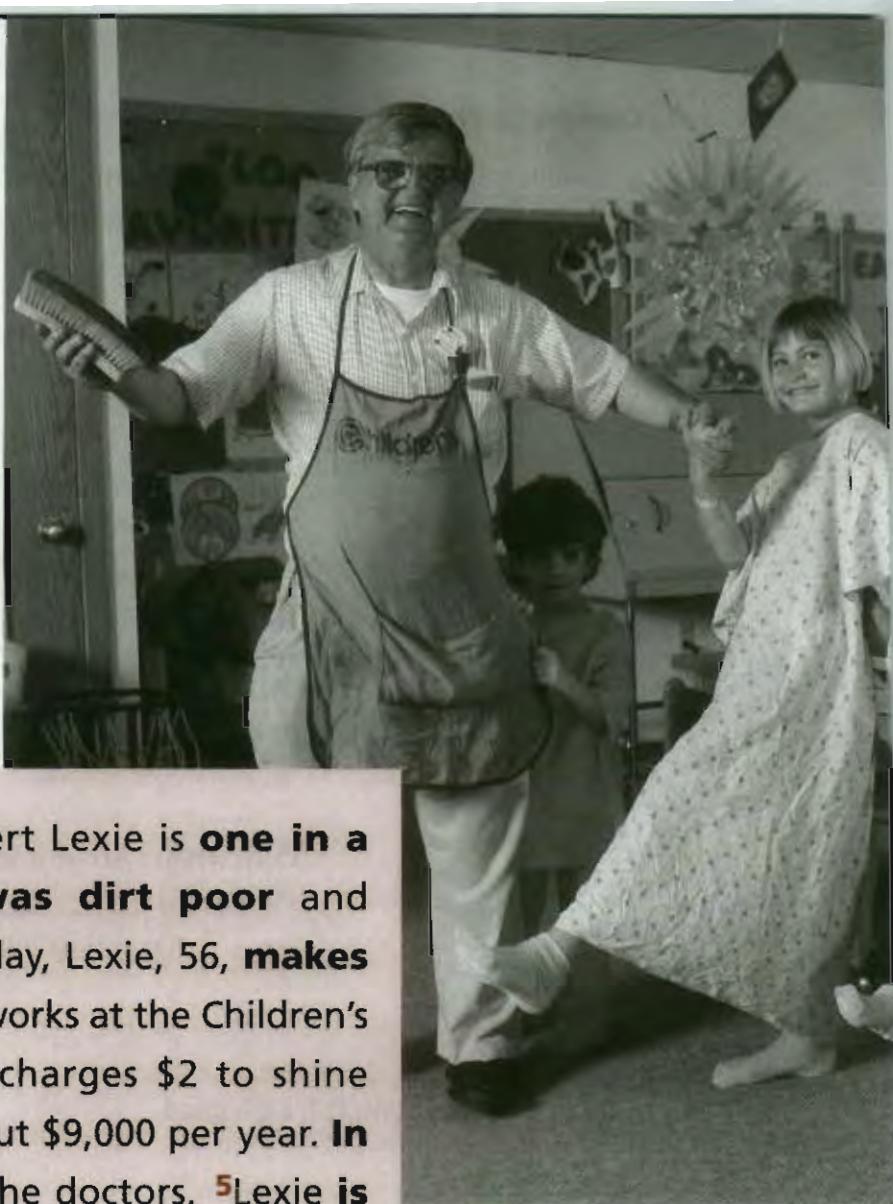
One in a Million

1. Quick Reading

Look at the pictures on page 67.

What is the story about?

Now read quickly to get the main idea.



PITTSBURGH, PA, USA **1**Albert Lexie is **one in a million**. **2**As a child, he **was dirt poor** and **dropped out of school**. **3**Today, Lexie, 56, **makes a living** by shining shoes. He works at the Children's Hospital in Pittsburgh. **4**He charges \$2 to shine doctors' shoes and makes about \$9,000 per year. **In addition**, he gets tips from the doctors. **5**Lexie is not **well-off**, but he **gives** all his tips **away** to the hospital. Since 1985, he has given more than \$40,000 to help sick kids. **6**"Albert's work is as important as any doctor's work," says one regular customer, Dr. Samuel Kocoshis. "He is a true humanitarian."

humanitarian: someone who helps people and society

New idioms and expressions

one in a million	unique; very special
be dirt poor	have very little money
drop out (of something)*	quit (school, a race, etc.)
make a living	earn money for food, housing, etc.
in addition	also
be well-off	have a lot of money; be rich
give something away*	give something as a gift

*phrasal verb (see Lexicon and Appendix D)

2. Listen

Cover the story and look only at these pictures. Listen to the story two or three times.



3. Read the Story

Now read the story carefully. Pay special attention to the idioms so that you're ready for Exercise 4.

4. Match

Cover page 66. Draw a line from the first part of each idiom to the second. Then match the definitions with the idioms.

- | | | |
|------------|--------------|--|
| a. be dirt | away | ___ 1. give as a gift |
| b. in | addition | ___ 2. earn money for food and housing |
| c. give | in a million | ___ 3. leave (school, a race, etc.) |
| d. make | poor | ___ 4. have very little money |
| e. drop | a living | ___ 5. unique; very special |
| f. one | out | ___ 6. also |

5. Tell the Story

Cover the story and look at the pictures above. Tell the story using as many idioms as you can.

- First, work with the whole class to retell the story.
- Then tell the story to a partner or small group.

6. Answer the Questions

About the story

- a. What do you know about Lexie's childhood?
- b. Did he finish school?
- c. How does Lexie make a living?
- d. Is he well-off? How much does he make per year?
- e. What does he get in addition?
- f. What does he do with his tips?
- g. Do you agree that Lexie is one in a million? Why or why not?

About you

- h. Do you know someone (either famous or not) who is one in a million? Tell why this person is one in a million.
- i. How do you make a living now? How do you hope to make a living in the future?
- j. In your opinion, is it necessary to be well-off to be happy?
- k. In your opinion, why do children drop out of school?

7. Write About Yourself

Complete the sentences, writing something true about yourself.

- a. I speak English. In addition, _____.
- b. I think _____ is one in a million because _____.
- c. I gave _____ away to _____.

8. Take a Dictation

As a child, Albert Lexie _____ and _____ school. Today, Lexie, 56, _____ by shining shoes at a hospital for children. He shines doctors' shoes, and he makes about \$9,000 per year. _____, he gets tips. Lexie _____ all his tips to the hospital. Since 1985, he has given more than \$40,000 to help sick kids. Lexie _____, but he's a true humanitarian. He's _____.

9. Complete the Story

- a. Read the true story. Fill in the blanks with idioms from the box.

- makes a living
- one in a million
- dirt poor
- gives away
- well-off
- in addition



Man Gives Away Free Cash

NORFOLK, VA, USA Don Stephenson is (1) _____ . Stephenson, 36, was living on the streets a few years ago. He was homeless and (2) _____. "I didn't know where my next meal was coming from," he says.

Now Stephenson has a home and (3) _____ as a mechanic. But he has not forgotten the people on the streets. One night a week he goes to the poor side of town. Stephenson is not (4) _____ , but he stands on street corners and **hands out*** \$5 or \$10 to anyone who needs it. (5) _____ , he (6) _____ food and clothing. "I don't want to see anyone hungry," he says. "I understand these people because I've been there."**

* hand something out: distribute something

** I've been there: I've experienced that

- b. Read or tell the story to a partner.

Review 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

A. Idioms in pictures: Complete each idiom and match it to its definition.

g 1. spend time with



a. have very little money

 2. smell a



b. very simple

 3. be poor



c. be near death

 4. as easy as



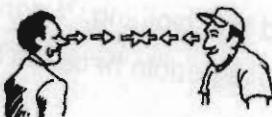
d. agree completely

 5. save the



e. very special

 6. see



f. think there may be something wrong

 7. be at death's



g. use time with

 8. one in a



h. produce excellent results when things are going badly

B. Opposites: Each question in A contains an idiom. Find an appropriate answer in B which contains an opposite idiom. Write the letter on the line.

A

- f 1. Are they well-off?
2. Did they have trouble writing it?
3. Are they lying down?
4. Do they see eye to eye?
5. Will they begin at once?
6. Did they make a mistake?

B

- a. No, later on.
- b. No, they just got up.
- c. No, they always get mad at each other.
- d. No, they saved the day.
- e. No, it was easy as pie.
- f. No, dirt poor.

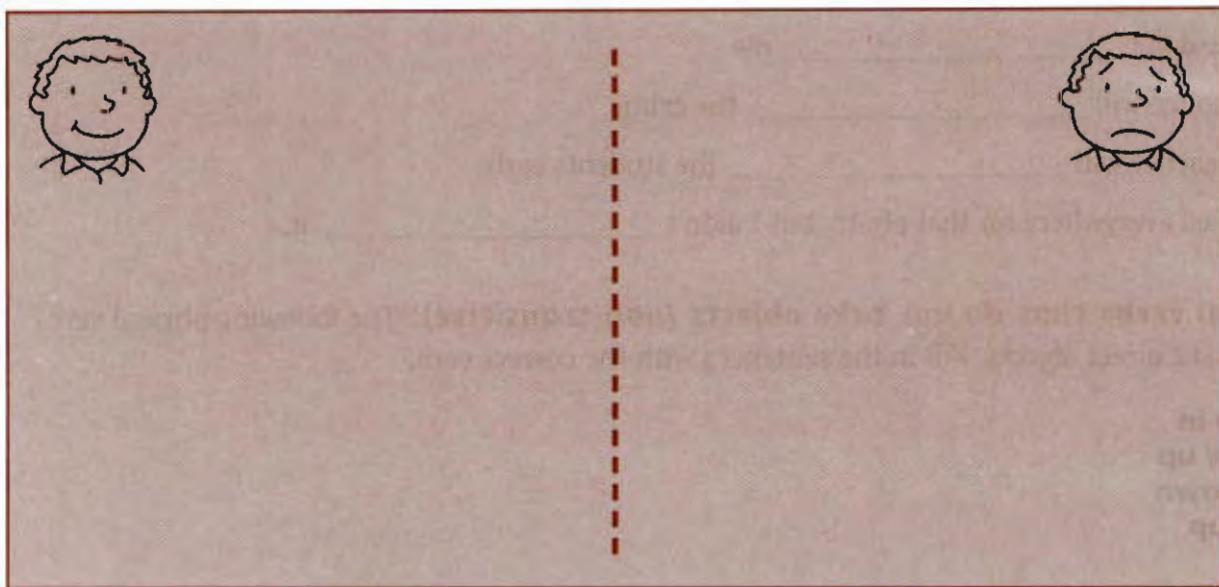
C. At or in? Complete each expression with the correct word.

- | | |
|------------------------|--------------------------|
| 1. _____ once | 6. be _____ death's door |
| 2. drop _____ | 7. _____ times |
| 3. stare _____ | 8. be _____ |
| 4. _____ addition | 9. get mad _____ |
| 5. one _____ a million | 10. _____ least |

D. Good or bad? Is the speaker feeling good or bad? Write the sentences in the correct box.

**She says I'm one in a million.
I made a big mistake.
I feel like I'm at death's door.
It's easy as pie for me.
I'm making a good living.**

**I'm getting mad at you now.
I saved the day!
I need to lie down.
I'm dirt poor now.
I'm having a lot of trouble with this.**



E. Time expressions: Match each idiom in A with its definition in B. Then fill in the blanks below with an idiom from A.

A

- | | |
|------------------|------------------|
| ____ 1. later on | a. immediately |
| ____ 2. at once | b. sometimes |
| ____ 3. so far | c. after a while |
| ____ 4. at times | d. until now |

B

I love movies. When a new film comes to town, I go _____. This month _____ I've seen at least 10 new ones. I prefer dramas and comedies, but _____ I go see an action film or a western. In fact, I think I'm going to see a new movie _____ today.

F. Phrasal verbs that take objects (transitive): The following phrasal verbs take direct objects. Fill in the sentences with the correct verb.

stare at
look into
drop out of
give away
come across
belong to
think about
let out

1. The bikes belong to Johann.
2. What do you think about this book?
3. I'll drop out of my old car.
4. Pavel wants to give away school.
5. Please don't stare at me.
6. The police will look into the crime.
7. The teacher will let out the students early.
8. I looked everywhere for that photo, but I didn't come across it.

G. Phrasal verbs that do not take objects (non-transitive): The following phrasal verbs do not take direct objects. Fill in the sentences with the correct verb.

drop in
show up
lie down
get up

1. Hurry! If you don't show up now, you'll be late.
2. I miss you. Please drop in when you're in town.
3. I have a headache. I'm going to lie down.
4. We were worried because Jason didn't get up.

H. Find someone who: Fill in the chart with names of classmates. Try to write a different name in each blank. Stand up and walk around the room. Ask questions such as:

Do you want to be well-off in the future?

Will you watch TV later on today?

Find someone who...

1. ...wants to be well-off in the future.
2. ...will watch TV later on today.
3. ...thinks learning English is easy as pie.
4. ...has trouble learning English.
5. ...wants to make a living in the business world.
6. ...got mad at someone or something yesterday.
7. ...often thinks about getting married.
8. ...likes to get up early.
9. ...spends a lot of time with family.
10. ...has at least four brothers and sisters.
11. ...belongs to a club or organization.
12. ...made a big mistake at work this week.

Appendix A: Answer Key

1: Please Get Rid of that Smell!

page 3: 4) a. at b. on c. stand d. matter e. worse f. it

page 4: 8) See Appendix B, page 77

page 5: 9) 1. turn on 2. can't stand 3. Take a look at 4. are getting worse and worse 5. get rid of

2: Red in the Face

page 7: 4) a. 3 b. 2 c. 1 d. 5 e. 4

page 8: 8) See Appendix B, page 77

page 9: 9) 1. sits down 2. takes out 3. picks up 4. is red in the face 5. go back to

3: Leopard Makes Himself at Home

page 11: 4) a. away b. asleep c. over d. nap e. home

page 12: 8) See Appendix B, page 77

page 13: 9) 1. turns over 2. is horrified by 3. has fallen asleep 4. runs away 5. taking a nap

4: Heart Patient Walks Home Fast Asleep

page 15: 4) a. better b. asleep c. off d. on e. back

page 16: 8) See Appendix B, page 77

page 17: 9) 1. get out of 2. get over 3. get better 4. get on 5. turn off

5: Businessman Freaks Out

page 19: 4) a. for b. for c. down d. out e. way f. shopping

page 20: 8) See Appendix B, page 77

page 21: 9) 1. goes shopping 2. freaks out 3. heads for 4. On the way 5. pay for 6. calms down

Review: Lessons 1–5

page 22: A. 1. c 2. e 3. d 4. b 5. a

B. 1. rid of 2. for 3. lose it 4. at home 5. the matter

page 23: C. 1. on 2. at 3. on 4. up 5. at 6. on 7. on 8. at

D. 1. d 2. f 3. c 4. b 5. a 6. e

E. 1. opposite 2. similar 3. opposite 4. similar 5. opposite 6. similar 7. similar

page 24: F. Answers will vary.

G. EMOTIONAL: He's freaking out.; He's running away!; He's red in the face.; He's losing it.; He's horrified by it.

CALM: He's falling asleep.; He's calming down.; He's taking a nap.; He's fast asleep.; He's making himself at home.

H. 1. get over 2. get worse and worse 3. get on 4. get rid of 5. get out of 6. get better

page 25: I. Answers will vary.

6: Toy Saves Man's Life

page 27: 4) a. drop by (5) b. after a while (1) c. listen to (6) d. right away (2) e. just in time (4)
f. lots of (3)

page 28: 8) See Appendix B, page 77

page 29: 9) 1. drop by 2. lots of 3. listen to 4. right away 5. frightened by 6. after a while

7: Hat Lady Wants to Cheer You Up

page 31: 4) a. on b. about c. as d. like e. into

page 32: 8) See Appendix B, page 77

page 33: 9) 1. is into 2. are crazy about 3. as well as 4. cheer...up 5. aren't laughing at

8: Bear Goes on Vacation

page 35: 4) a. 4 b. 1 c. 5 d. 2 e. 3

page 36: 8) See Appendix B, page 78

page 37: 9) 1. On vacation 2. taking a vacation 3. Get in 4. take pictures 5. won't believe your eyes

9: Man Hangs on for Dear Life

page 39: 4) a. 4 b. 5 c. 1 d. 2 e. 3

page 40: 8) See Appendix B, page 78

page 41: 9) 1. speed up 2. be in big trouble 3. slow down 4. as for 5. am hanging on for dear life

10: Neighbors Fed Up with Loud Music

page 43: 4) a. steaming b. after c. along d. again e. fed

page 44: 8) See Appendix B, page 78

page 45: 9) 1. get along with 2. again and again 3. is fed up with 4. is steaming 5. going after

Review: Lessons 6–10

page 46: A. 1. at 2. to 3. up 4. off 5. on 6. on 7. away 8. down

B. Answers will vary but the following are possibilities: 1. a hat, pants, a coat, shoes 2. a house, a car 3. a funny person, a funny movie, a cartoon, a comedy, a comedian 4. a car, the shower, a sailboat, a canoe

page 47: C. GOOD: I'm really into this!; I'm crazy about this.; I'm getting along with everyone.;

BAD: I'm fed up with all of this.; Please cheer me up!; I'm in big trouble now!; I'm steaming.; I'm frightened by it.

D. 1. Take...away 2. take a vacation 3. take a picture of 4. take off

E. 1. am fed up with 2. am steaming 3. are in big trouble 4. is crazy about 5. is into 6. am frightened by

page 48: F. Across: 1. take 2. down 4. speed 5. along 6. get 7. well 10. time

Down: 1. to 3. for 4. steaming 8. eyes 9. on 11. again 12. best

G. Answers will vary.

Page 49: H. Answers will vary.

11: Prison Escape is Easy as Pie

page 51: 4) a. later on (4) b. make a mistake (5) c. as easy as pie (1) d. be over (3) e. let out (2)

page 52: 8) See Appendix B, page 78.

page 53: 9) 1. spend time 2. easy as pie 3. Later on 4. let out 5. was over 6. made a mistake

12: Smart Pig Saves the Day

page 55: 4) a. door b. up c. to d. day e. down

page 56: 8) See Appendix B, page 78.

Page 57: 9) 1. lay down 2. got up 3. saved the day 4. showed up 5. belonged to

13: Lazy Mailman Hides Letters

page 59: 4) a. on b. into c. across d. once e. least

page 60: 8) See Appendix B, page 78.

page 61: 9) 1. What's going on 2. At once 3. smell at rat 4. at least 5. looking into

14: Girl Wants More Body Art

page 63: 4) a. 5 b. 1 c. 4 d. 3 e. 2

page 64: 8) See Appendix B, page 79.

page 65: 9) 1. I'm thinking about 2. is in 3. At times 4. get mad at 5. see eye to eye

15: One in a Million

page 67: 4) a. be dirt poor (4) b. in addition (6) c. give away (1) d. make a living (2) e. drop out (3) f. one in a million (5)

page 68: 8) See Appendix B, page 79.

page 69: 9) 1. one in a million 2. dirt poor 3. makes a living 4. well-off 5. In addition 6. gives away

Review: Lessons 11–15

page 70: A. 1. g, time 2. f, rat 3. a, dirt 4. b, pie 5. h, day 6. d, eye to eye 7. c, door 8. e, million
B. 1. f 2. e 3. b 4. c 5. a 6. d

page 71: C. 1. at 2. in 3. at 4. in 5. in 6. at 7. at 8. in 9. at 10. at

D. GOOD: She says I'm one in a million.; It's easy as pie for me.; I'm making a good living.; I saved the day.

BAD: I made a big mistake.; I feel like I'm at death's door.; I'm getting mad at you now.; I need to lie down.; I'm dirt poor now.; I'm having a lot of trouble with this.

E. 1. c 2. a 3. d 4. b

at once, so far, at times, later on

page 72: F. 1. belong to 2. think about 3. give away 4. drop out of 5. stare at 6. look into 7. let out 8. come across

G. 1. get up 2. drop in 3. lie down 4. show up

Appendix B: Dictations

1. Please Get Rid of that Smell! (page 4)

When Barbara turns on her heater, there's a terrible smell. It is getting worse and worse. She can't stand it! She goes to the repair shop. "What's the matter with my car?" she asks. "Please get rid of that smell!" When the mechanic takes a look at the heating system, he pulls out a big, dead python. Barbara loses it!

2. Red in the Face (page 8)

A woman is taking a ferry. She sits down on the deck. Next to her in a chair are her newspaper and candy bar. A man in the next chair picks up the candy bar and eats it. Then he takes the paper and walks off. Later, the woman goes to the cafeteria and sees the man eating a sandwich. She grabs it and takes a bite. Then she goes back to her car. On the seat are her newspaper and candy bar. She never took them out of the car! She is red in the face.

3. Leopard Makes Himself at Home (page 12)

A boy is at home watching TV. He goes to the kitchen and tells his mother, "There's a tiger in the bedroom." She laughs. Later, she looks into his bedroom. She is horrified by what she sees. There's a leopard watching TV on the bed! She runs away with her son. The leopard turns over and falls asleep. When forest department officials arrive, the leopard is still taking a nap. They take him to a zoo.

4. Heart Patient Walks Home Fast Asleep (page 16)

Michael Turner is in the hospital getting over a heart attack. One night while he is fast asleep, he unhooks the machines next to his bed. He turns off the alarms. Then he gets out of bed and gets on the elevator. He walks five miles to his house. Turner doesn't remember anything about his walk. He is back in the hospital and getting better.

5. Businessman Freaks Out (page 20)

A Ukrainian businessman goes shopping for gifts for his 50 employees. He decides to get 50 pagers. He pays for them, puts them in his car, and heads for the office. On the way, there's a very loud noise. All 50 pagers start ringing at the same time! The businessman freaks out and crashes his car. When he calms down, he sees the message on the pagers. It says, "Congratulations on a successful purchase!"

6. Toy Saves Man's Life (page 28)

One evening Kerry Kelliby drops by a local bar. He wins a game of darts and gets a toy stethoscope as a joke prize. After a while, Kerry uses the toy to listen to his heart. He is frightened by what he hears—lots of beats and then silence. He goes to the doctor right away. The doctor finds that Kerry has a hole in his heart. Surgeons operate just in time!

7. Hat Lady Wants to Cheer You Up (page 32)

Norma Vise is **into** hats. She **puts on** a different unusual hat each day. One hat **looks like** a carrot. Another **looks like** a pig. Vise wears crazy hats because "it's fun. I want to **cheer** people up." Adults **as well as** children **laugh at** her hats. What is her most popular one? "People are **crazy about** my hamburger hat," says Vise.

8. Bear Goes on Vacation (page 36)

An elderly couple **is taking** a vacation in Yellowstone Park. They stop their car to **take a picture of** some bears. A young bear **gets in**. He's **looking for** food. The man and woman **do their best** to get rid of the bear, but he refuses to move. So they drive 17 miles to a ranger station with the bear in the back seat. When the man gets out to report the problem, the bear **gets in** the front seat. The rangers can **not believe their eyes**. They find a woman in the passenger seat and a bear behind the wheel.

9. Man Hangs on for Dear Life (page 40)

One day Charles Gardner, 35, sees two boys **breaking into** his car. They **take off**, and Gardner jumps on the car. The driver **speeds up**. He hits a light pole. Then he drives through two fences. Gardner **hangs on for dear life**. The car gets on the highway. By this time, more than two dozen police cars are following it. After 20 minutes, the driver **slows down** and police surround the car. The teens **are in big trouble**. As for Gardner, he is okay.

10. Neighbors Fed Up with Loud Music (page 44)

James Meadows doesn't **get along with** his neighbors. His neighbors **are fed up with** his loud music. They report the problem to the police **again and again**. The police tell Meadows to **turn down** the volume, but Meadows ignores the warnings. Finally, the police **take away** his stereo. They smash it with a hammer on a public street. Meadows **is steaming**. "The police should **go after** criminals, not music lovers," he says.

11. Prison Escape is Easy as Pie (page 52)

It was Sunday at the Merdeka prison. Families were **spending time with** the prisoners. When visiting hours **were over**, security guards opened the front gate and **let out** the visitors. **Later on** that day, more than 100 prisoners escaped. How? It was **as easy as pie**. They walked out the front gate! The guards had **made a mistake** and forgotten to lock it. Prison officials are red in the face. Police are looking for the escaped prisoners, but they've caught only three **so far**.

12. Smart Pig Saves the Day (page 56)

One day Jo Ann Altsman, 57, had a heart attack. She **had trouble** breathing and was **at death's door**. But her pet pig Lulu **saved the day**. Lulu went into the middle of the road and **lay down**. Finally, a motorist stopped. Lulu **got up** and led the man into the house, where he called an ambulance. When it **showed up**, Lulu tried to get in too. "She's very, very smart," the lucky owner said later.

13. Lazy Mailman Hides Letters (page 60)

Some residents in Oslo, Norway, were not getting any mail. "What is **going on?**" they asked each other. The Norwegian Postal Service **smelled a rat** and **looked into** the problem. They **dropped in** at the home of the mailman for that neighborhood. They couldn't believe their eyes. They **came across** piles of mail in the man's house — **at least** 900 pounds! They fired him **at once**.

14. Girl Wants More Body Art (page 64)

"Body art is in," says Isabella Ortega. She has nine piercings on her face. First she got a nose ring. Then she got her tongue pierced. Next she got her cheeks, ears, chin, and the bridge of her nose pierced. Isabella's mother doesn't **see eye to eye** with her about body art. She **gets mad** at Isabella when she gets another piercing. **At times**, Isabella has **second thoughts** about her body art. She hates when people **stare** at her. But she's **thinking** about getting rings in her lips.

15. One in a Million (page 68)

As a child, Albert Lexie **was dirt poor** and **dropped out of** school. Today, Lexie, 56, **makes a living** by shining shoes at a hospital for children. He shines doctors' shoes, and he makes about \$9,000 per year. **In addition**, he gets tips. Lexie **gives away** all his tips to the hospital. Since 1985, he has given more than \$40,000 to help sick kids. Lexie is **not well-off**, but he's a true humanitarian. He's **one in a million**.

Appendix C: Idiom Groups

This appendix categorizes idioms and expressions in different ways to help you learn and remember.

Pages 81–82 Idioms grouped according to form

Page 81 Idioms that use...

Life/death

As

Up/down

Numbers

Time

Body parts

Page 82 Idioms that use...

Get

Make

Look

Be

Go

Have

Take

Drop

Turn

Pages 83–86 Idioms grouped according to meaning

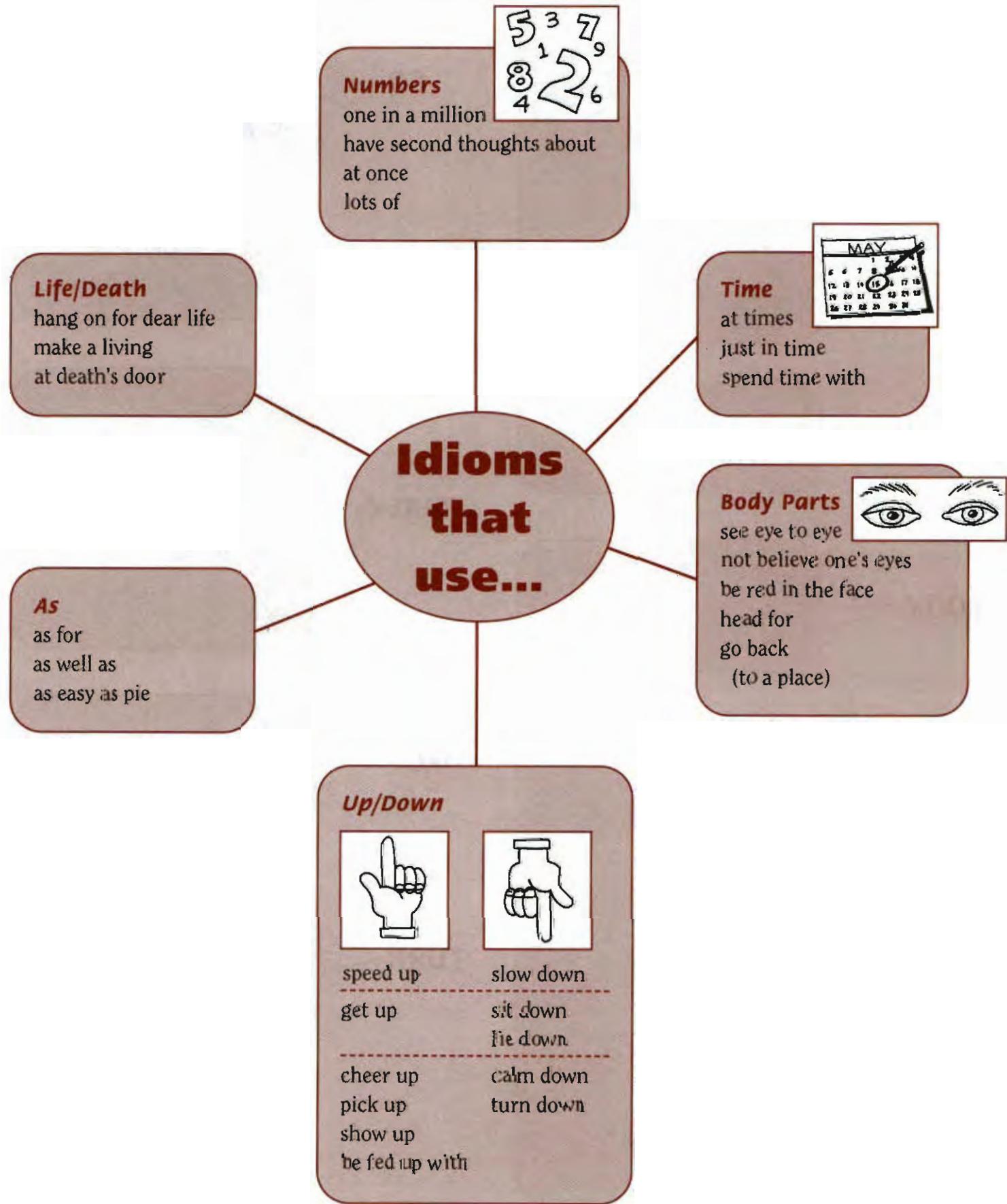
Page 83 Idioms related to Feelings

Page 84 Idioms related to Changes

Page 85 Idioms related to Opposites, Time expressions, Performance

Page 86 Idioms related to Leaving/Returning/Arriving; Money; Eyes/Nose/Ears; Health; Bed

Idioms grouped according to form



Idioms grouped according to form

Verbs

GET

worse and worse
rid of
over
out (of)
on
better
in
along with
up
mad at

GO

back to
shopping
after
on (What is going on?)

MAKE

oneself at home
a living

LOOK

into
for
like

HAVE

second thoughts about
trouble doing something

TAKE

a look at
a ferry (bus, train, plane)
out (of)
a nap
a vacation
a picture (of)
off
away

BE

red in the face
horrified by
fast asleep
back
frightened by
into
crazy about
in big trouble
fed up with
steaming
over
at death's door
in
dirt poor
well-off

DROP

by
in
out of

TURN

on
off
over
down

Idioms grouped according to meaning

Feelings

Like very much

be crazy about
be into



Dislike

be fed up with
can't stand
be horrified by



Agree with

see eye to eye (with)
get along (with)



Disagree with

not see eye to eye (with)
get mad (at)



Calm, relaxed

be fast asleep
take a nap
fall asleep
lie down

be on vacation
take a vacation

make oneself at home
calm down



Emotional

lose it = freak out

ANGRY

be steaming
get mad at



IN TROUBLE

be in big trouble

AFRAID

be frightened by



SUSPICIOUS

smell a rat

ASHAMED

be red in the face

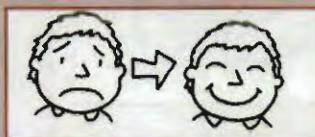
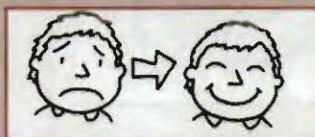
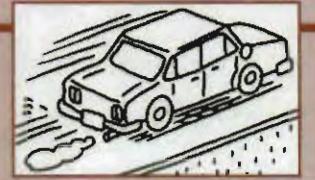
SURPRISED

not believe one's eyes



Idioms grouped according to meaning

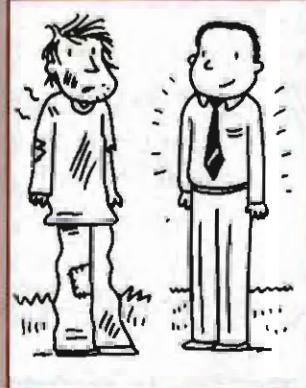
Changes

 <p>Change in location</p> <ul style="list-style-type: none"> walk off run away take off (on foot, in a car, in a plane) head for (on foot, in a car, in a plane) get in/get out of (bed, the shower, the bathtub, a car) get on/get off (a bus, a train, a ship, a plane, an elevator) 	<p>Change in position</p>  <ul style="list-style-type: none"> lie down/get up sit down/get up  <ul style="list-style-type: none"> turn over
<p>Change in mood</p>  <ul style="list-style-type: none"> lose it = freak out  <ul style="list-style-type: none"> calm down  <ul style="list-style-type: none"> cheer someone up 	 <ul style="list-style-type: none"> lose it = freak out  <ul style="list-style-type: none"> calm down  <ul style="list-style-type: none"> cheer someone up
<p>Change in opinion</p> <ul style="list-style-type: none"> have second thoughts about 	<p>Change in speed</p> <ul style="list-style-type: none"> speed up slow down 
 <p>Change in health status</p> <ul style="list-style-type: none"> + get better - get worse and worse get over 	<p>Change in educational status</p> <ul style="list-style-type: none"> get in (to a school or university) = be accepted drop out of (school) = leave before graduating 
<p>Change in the operation of an electrical device</p> <ul style="list-style-type: none"> turn on (+) turn off (-) 	<ul style="list-style-type: none"> turn up (→)

Idioms grouped according to meaning

Opposites

be dirt poor	be well-off
turn on	turn off
get better	get worse and worse
speed up	slow down
calm down	lose it, freak out
get in	get out (of)
can't stand, be fed up with	be crazy about, be into
right away, at once	after a while, later on
be in big trouble	save the day
get mad at	see eye to eye, get along with



Time expressions

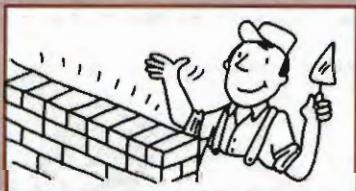
When?	<i>immediately:</i> right away, at once
	<i>after some time:</i> later on, after a while
	<i>up to now:</i> so far
	<i>in time:</i> just in time

How often?

<i>sometimes:</i>	at times
<i>repeatedly:</i>	again and again



Performance



Do something well:

do one's best
save the day



Do something poorly:

make a mistake
have trouble doing something

People may say:

"Congratulations on the good work!"
"You're one in a million!"

People may say:

"You're in big trouble."
"What's going on?"
"What's the matter?"

Idioms grouped according to meaning

Leaving, Returning, and Arriving



Leaving

walk off (= leave on foot)
run away (= leave quickly on foot)
take off (= leave on foot, by car, in a plane, etc.)
get out (of) (= leave a bed, a car, the shower)
drop out (of) (= leave school, a race, a competition, etc.)
let out (= let someone leave)

Returning

go back (to)
be back (at)

Arriving

show up
drop in
drop by

Money

be well-off
be dirt poor
make a living

go shopping
pay for



Eyes, Nose, and Ears



Eyes

stare at
take a look at
look for
look into
not believe one's eyes
see eye to eye



Nose

smell a rat



Ears

listen to

Health



get better
get over (an illness)



get worse and worse
be at death's door



Bed

lie down/get up
get in/get out of

fall asleep
be fast asleep
take a nap



Appendix D: Phrasal Verbs

I. What is a phrasal verb?

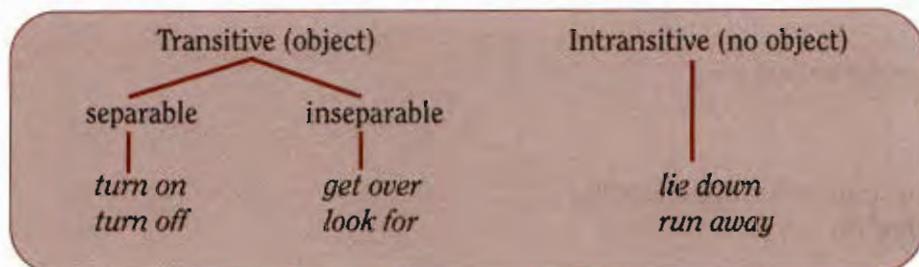
A phrasal verb is a verb + a particle.

*What time did you show up?
(verb) (particle)*

*The woman gave 1 million dollars away.
(verb) (particle)*

In English, many phrasal verbs are idiomatic; you cannot understand the meaning of the whole from the parts. *Show up* means *arrive* and *give away* means *give something as a gift*.

II. Phrasal verbs fall into different categories.



a. Some phrasal verbs are *transitive*; others are *intransitive*.

Transitive phrasal verbs take a direct object.

I'll turn on the TV. *She can't get over her cold.*
He turned off the water. *I'm looking for my cat.*

Intransitive phrasal verbs do not take an object.

I want to lie down.

My dog ran away.

b. Some transitive phrasal verbs are *separable* (that is, the object can come between the two parts of the verb); others are *inseparable*.

Separable phrasal verbs	Inseparable phrasal verbs
<i>turn on</i> <i>I'll turn on the TV.</i> <i>I'll turn the TV on.</i> <i>I'll turn it on.</i> <i>give away</i> <i>He turned off the water.</i> <i>He turned the water off.</i> <i>He turned it off.</i>	<i>get over</i> <i>She can't get over her cold.</i> <i>look for</i> <i>I'm looking for my cat.</i> <i>I'm looking for it.</i>

When a phrasal verb is **separable**, you can put a noun between the verb and the particle or after the particle. If you use a pronoun (*me, you, it, him, her, them*), the pronoun must go between the verb and particle. If a phrasal verb is **inseparable**, the noun and pronoun always come after the particle.

III. Phrasal verbs from this book

BELONG TO (transitive, inseparable): be the property of

That bag is not mine; it belongs to Maria.

That bag is not mine; it belongs to her.

BREAK INTO (transitive, inseparable): enter illegally by force

Someone broke into my car last week.

Someone broke into it last week.

CALM DOWN (intransitive): become calm and quiet

I'm nervous; I need to calm down.

CHEER (SOMEONE) UP (transitive, separable): make a sad person happier

The movie was funny, and it cheered up Bob.

The movie was funny, and it cheered Bob up.

The movie was funny, and it cheered him up.

COME ACROSS (transitive, inseparable): find by chance

Did you come across my keys?

Did you come across them?

DROP BY (transitive, inseparable): visit for a short time

Let's drop by the library this evening.

Let's drop by it this evening.

DROP IN (intransitive): visit for a short time, often unexpectedly

I was out of the office when Jorge dropped in.

DROP IN TO (transitive, inseparable): visit for a short time, often unexpectedly

Jorge dropped in to the office today.

(The pronoun is not normally used with this phrasal verb.)

DROP OUT (intransitive): quit

He went to school until the age of 16; then he dropped out.

DROP OUT OF (transitive, inseparable): quit (school, a competition, a race, etc.)

Sandra got tired and dropped out of the race after an hour.

Sandra got tired and dropped out of it after an hour.

FREAK OUT (intransitive): lose your self control

When I won \$5,000 in the lottery, I freaked out.

GET ALONG WITH (transitive, inseparable): have a good relationship with

Selma gets along with her classmates.

Selma gets along with them.

GET IN (transitive, inseparable): enter (a car, bed, bath, or small boat)

Hurry and get in the taxi.

Hurry and get in it.

The taxi is waiting! Get in!

GET ON (transitive, inseparable): enter (an elevator, a plane, a train, a bus, or a ship)

They got on the train at Grand Central.

They got on it at Grand Central.

They got on at Grand Central.

GET OUT (OF) (transitive, inseparable): leave (a bed, a car, a bath, work, class, school)

I got out of the bus quickly and fell.

I got out of it quickly and fell.

GET OVER (transitive, inseparable): recover from an illness

I hope you get over the flu soon.

I hope you get over it soon.

GET RID OF (transitive, inseparable): remove something

Will you please get rid of this junk?

Will you please get rid of it?

GET UP (intransitive): rise from a sitting or lying position

Erhan is very comfortable in bed; he doesn't want to get up.

GIVE AWAY (transitive, separable): give as a gift

I'm going to give away my bicycle; I don't ride it anymore.

I'm going to give my bicycle away; I don't ride it anymore.

I'm going to give it away; I don't ride it anymore.

GO AFTER (transitive, inseparable): try to get or catch

The police went after the bank robber, but they didn't get him.

The police went after him, but they didn't get him.

GO BACK (intransitive): return

We've walked a long time; let's go back.

GO BACK TO (transitive, inseparable): return to a place

After 30 years Eva went back to her birthplace.

After 30 years, Eva went back to it. (ALSO: Eva went back there.)

HEAD FOR (transitive, inseparable): go in the direction of

I'm heading for the cafe now.

I'm heading for it now. (ALSO: I'm heading there now.)

LAUGH AT (transitive, inseparable): show joy at

You're going to laugh at this photo of me.

You're going to laugh at it.

LET OUT (transitive, separable): allow to leave

Will you let out the dog?

Will you let the dog out?

Will you let him out?

LIE DOWN (intransitive): rest in a horizontal position

Maybe I won't sleep, but I need to lie down.

LISTEN TO (transitive, inseparable): use your ears carefully to hear something

Did you listen to that song?

Did you listen to it?

LOOK FOR (transitive, inseparable): try to find

She's looking for her glasses.

She's looking for them.

LOOK INTO (transitive, inseparable): investigate; examine

The police are looking into the bus accident.

The police are looking into it.

PAY FOR (transitive, inseparable): give money for something

I paid for the gas.

I paid for it.

NOTE: The verb can only be separated by a phrase that tells *how much*:

I paid a lot for the gas.

I paid \$25.00 for it.

PICK UP (transitive, separable): take or lift off the floor (or a chair, etc.)

I cleaned my room and picked up my clothes.

I cleaned my room and picked my clothes up.

I cleaned my room and picked them up.

PUT ON (transitive, separable): wear clothes

It's cold; you should put on a sweater.

It's cold; you should put a sweater on.

It's cold; you should put it on.

RUN AWAY (intransitive): leave quickly; escape

Jane's dog ran away.

SHOW UP (intransitive): arrive; appear

The party starts at 9 PM. What time do you plan to show up?

SIT DOWN (intransitive): sit; be seated

There's a bench. Do you want to sit down?

SLOW DOWN (intransitive): go more slowly

There's ice on the road. Slow down!

SPEED UP (intransitive): go faster

This is a dangerous road. Don't speed up.

STARE AT (transitive, inseparable): look at with wide eyes

I'm staring at that woman because I think I know her.

I'm staring at her because I think I know her.

TAKE AWAY (transitive, separable): remove

Tim never returned books, so they took away his library card.

Tim never returned books, so they took his library card away.

Tim never returned books, so they took it away.

TAKE OFF (intransitive): leave (by car, on foot, or by plane)

The plane took off at 12:30.

TAKE OUT (transitive, separable): remove

I'll take out the garbage.

I'll take the garbage out.

I'll take it out.

THINK ABOUT (transitive, inseparable): consider; anticipate; form a mental image of

I often think about leaving this crazy city.

I often think about it.

TURN DOWN (transitive, separable): make something less loud or less strong

Will you please turn down the volume?

Will you please turn the volume down?

Will you please turn it down?

TURN OFF (transitive, separable): stop a machine or the flow of water, electricity, etc.

Please turn off the computer when you finish.

Please turn the computer off when you finish.

Please turn it off when you finish.

TURN ON (transitive, separable): start a machine or the flow of water, electricity, etc.

I'll turn on the lights so you can see.

I'll turn the lights on so you can see.

I'll turn them on so you can see.

TURN OVER (intransitive): turn to the other side

The car was going too fast, and it turned over.

TURN OVER (transitive, separable): turn to the other side

Turn over the plate so I can see where it was made.

Turn the plate over so I can see where it was made.

Turn it over so I can see where it was made.

WALK OFF (intransitive): walk away; walk in the other direction

Hilda got angry and she just walked off.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
after a while (6) later; at some time in the future	informal	You'll get bored with that video after a while.		in a while later on	right away
again and again (10) many times; repeatedly		I read the story again and again, but I still don't understand it.		over and over time after time time and time again	
(as) easy as pie (11) very simple, easy	informal	Mathematics may be easy as pie for you, but I think it's hard.	The first <i>as</i> can be omitted. The expression usually occurs with the verb <i>be</i> . You can also say: <i>It's easy as apple pie!</i>	a piece of cake (informal) a breeze (informal)	tough a bear (informal)
as for someone or something (9) regarding, concerning someone or something		a. Tatjana likes cola. Ruben likes tea. As for me, I prefer coffee. b. I want to keep this shirt. As for the dress, it's too small.			
as well as (7) in addition to; and also		I enjoy tennis as well as golf.	<i>As well as</i> is used at the middle of a sentence to connect two things. <i>As well</i> is used at the end of a sentence: <i>I enjoy tennis and golf as well.</i>	in addition to	
at home (3) in your house or apartment		Tomas is at home now. Why don't you call him there?	The verb <i>go</i> is simply followed by <i>home</i> — <i>I'm going home now</i> . The expression <i>feel at home (with)</i> means <i>feel comfortable with</i> .		on the road out of town

LEXICON

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
at least (13) a minimum of; no fewer than		Cehan studies at least five hours a night.	<i>At least</i> is followed by a number: <i>at least five hours; at least \$100; at least ten students.</i>		at most
at once (13) immediately		If we don't leave at once, we'll be late for the movie.		right away	after a while in a while later on
at times (14) sometimes; occasionally		I'm usually happy, but at times I get sad and depressed.		now and then now and again once in a while from time to time off and on every so often	(a)round the clock day and night all the time
be at death's door (12) be near death	informal	After the car accident, Jeff was at death's door, but he is getting better.		be on one's last legs not be long for this world be between life and death	be healthy be fit feel like a million dollars
be back (4) be again in a place you were before		Selma went to Peru for a month, but she's back now.	After you <i>go back</i> to a place, you <i>are back</i> .		be away be gone
be crazy about someone or something (7) like someone or something very much	informal	I'm crazy about mambo dancing. Do you like it?	Use a noun or gerund after the expression.	be mad/nuts/wild about someone or something (informal) be into something	can't stand something be turned off by something (informal) be lukewarm about something (informal)

Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
be dirt poor (15) have very little money	informal	He's dirt poor; he doesn't know how he'll find the money for college.	<i>Dirt cheap</i> means very inexpensive.	be broke be as poor as a church mouse be penniless	be well-off be well-to-do be loaded (informal)
be fast asleep (4) be sleeping deeply		Five minutes after the plane took off, Jimmy was fast asleep and snoring.		be sound asleep be sleeping like a baby be sleeping like a log (informal) be dead to the world (informal)	be wide awake be wired (slang)
be fed up (with someone or something) (10) be tired of; be at the end of your patience with someone or something	informal	I'm fed up with cooking; let's go to a restaurant.	Don't confuse this expression with <i>be full</i> , which means <i>unable to eat any more food</i> .	be sick (and tired) of someone or something can't take it (something) anymore can't stand someone or something anymore	can't get enough of something be ready for more
be frightened by someone or something (6) be afraid of someone or something		I was frightened by that loud noise.	You can also <i>be frightened of someone or something</i> .	be terrified of someone or something be scared of someone or something	be comfortable with someone or something be at ease with someone or something
be horrified by something (3) feel shock and horror at something		The citizens of the small town were horrified by the murder.	You can also <i>be horrified at something</i> .	be shocked by someone or something	be comfortable with someone or something feel at ease with someone or something
be in (14) be in fashion; be popular	informal	Blue jeans never go out of fashion; they are always in.		be hot be cool be in fashion be hip be the rage be the thing be the in thing	be out be out of fashion/style be old fashioned be old hat

LEXICON

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
be in big trouble (9) have (big) problems; be in a difficult situation	informal	The little girl is in big trouble because she painted on the kitchen walls.	The expression can be followed by <i>with</i> : <i>The little girl is in big trouble with her parents.</i> It can also be followed by <i>for + gerund</i> : <i>The little girl is in big trouble for painting on the kitchen walls.</i>	be in trouble be in hot water (informal) be in a tight spot/jam/pickle (informal)	get out of trouble be in the clear
be into something (7) be very interested in something	informal	Roberto is into science fiction; he reads all the books and sees all the movies.		be hot/stuck/hooked on something or someone (informal) dig something or someone (informal) be turned on by something or someone (informal) be crazy/wild/nuts about something or someone (informal)	not give two hoots about something (informal) be down on something (informal) be turned off by something or someone (informal) can't stand something or someone
be over (11) be finished; end		When dinner was over, everyone helped with the dishes.		be through be all wrapped up (informal)	start up
be red in the face (2) be embarrassed	informal	The waiter spilled cola on me. I was sticky and he was red in the face!		have a red face (informal) have egg on one's face (informal) be ashamed (of something)	be proud of something

Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
be steaming (10) be angry	informal	Hassan was steaming when he missed the plane.	When water gets very hot, it's steaming.	be mad (as hell) (informal) be hot under the collar (informal) be fuming (informal) be ticked off (informal)	be cool (informal) be mellow (informal)
be well-off (15) have a lot of money; be rich		Bill Gates, founder of Microsoft, is extremely well-off.		be well-to-do be loaded	be dirt poor be as poor as a church mouse be penniless be low on funds
belong to someone (12) be the property of someone		The motorcycle belongs to Silvio, and the car belongs to me.	Phrasal verb (transitive, inseparable) The example could also be written: <i>The motorcycle is Silvio's and the car is mine.</i>		
break into something (9) enter illegally by force		The thieves broke into the car last night.	Phrasal verb (transitive, inseparable) Common words following the expression include: <i>a car, a house, a building, a bank, a store, and a computer system.</i>	force one's way into something	

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Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
calm down (5) become calm and quiet		Don't get so excited about this! Calm down!	Phrasal verb (intransitive) The expression <i>calm someone down</i> means <i>make someone calm</i> , and is transitive and separable.	chill (out) (informal) cool down (informal)	freak (out) (informal) lose it (informal) flip(out) (informal)
can't stand something (1) dislike something very much		When I was younger I liked to exercise, but now I can't stand it!	Sometimes the expression is expanded to <i>can't stand the sight/smell/sound/thought of something</i>	can't bear something	be crazy/wild/nuts about something (informal) be into something (informal)
cheer someone up (7) make a sad person happier		Seher was feeling bad about her exams, so I tried to cheer her up.	Phrasal verb (transitive, separable)	lift someone's spirits give someone a boost make someone's day (informal)	dampen someone's spirits bum someone out (slang) drag/bring/get someone down (slang)
come across something (13) find something by chance		Did you come across my keys when you cleaned the house?	Phrasal verb (transitive, inseparable)	happen upon something stumble upon something happen to find something	look (high and low) for something
congratulations on something (5) I commend/salute you for something important.		I heard the great news, Zoran. Congratulations on your engagement!	Some common phrases with this expression include: <i>Congratulations on your engagement/marriage/new baby/new job/promotion/award/graduation.</i>		

Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
do one's best (8) perform as well as you can		I worked day and night on the project. I did my best!	This expression can be followed by <i>on</i> + noun, as in <i>I did my best on the project</i> or by <i>to</i> + verb as in: <i>I did my best to contact you.</i>	give it (or something) your best shot (informal) give it (or something) all you've got (informal) give it 100% (informal) work like a dog (informal)	fall down on the job slack off (informal = not work hard)
drop by (a place) (6) visit (a place) for a short time		a. I'll drop by at 2 o'clock. Will you be there? b. I dropped by the library.	Example a: Phrasal verb (intransitive) Example b: Phrasal verb (transitive, inseparable)	drop in stop by stop in come by pay a quick visit	
drop in (at a place) (13) visit for a short time, often unexpectedly		a. Guess who dropped in today? My old friend Jorge! b. Guess who dropped in at/to the office today? My old friend Jorge!	Example a: Phrasal verb (intransitive) Example b: Phrasal verb (transitive, inseparable)	drop by stop by stop in come by pay a (quick) visit	
drop out (of something) (15) quit (school, a race, etc.)		a. He dropped out of college after 3 years. b. He dropped out before he graduated.	Example a: Phrasal verb (transitive, inseparable) Example b: Phrasal verb (intransitive)		stick with something (to the bitter end)
			Other common words following <i>drop out of</i> include: <i>a group, a competition, an organization.</i>		

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A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
fall asleep (3) begin to sleep		I went to bed at 10 PM and fell asleep right away.		go to sleep doze off nod off	wake up
freak out (5) lose one's self control	slang/ informal	Jason lost a day's work on his computer, and he freaked out!	Phrasal verb (intransitive)	lose it lose one's cool flip out	calm down cool off/down chill out pull oneself together
get along (with someone) (10) have a good relationship with someone		Celine loves her job and gets along well with her coworkers.	Phrasal verb (transitive, inseparable) You can also use the expression <i>get along</i> as follows: <i>Celine and her coworkers get along.</i>	get on (well) with someone click with someone see eye to eye with someone	be at odds with someone lock horns with someone be at loggerheads with someone
get better (4) improve; become healthier		Solange had the flu last week, but she's getting better.	The expression is often used when referring to health, but it can also be used as follows: <i>Business is getting better</i> or <i>I'm getting better at English.</i>	make progress get over something, get well, be on the mend (when referring to an illness)	get worse go from bad to worse get sick (when referring to an illness)
get in (something) (8) enter (a car, bed, bathtub, shower, or small boat)		When you get in the boat, put on a life jacket.	Phrasal verb (transitive, inseparable) <i>Get in</i> can also mean <i>arrive</i> , as in: <i>What time does the plane get in?</i> Note that <i>get on</i> is used to mean <i>enter</i> when referring to a train, bus, plane, or large boat.	hop in (informal)	get out (of something)

Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
get mad (at someone) (14) become angry (at someone)	informal	I'm sorry I'm late. Don't get mad at me.		be steaming get hot under the collar be mad as hell at be mad as a hornet see red	see eye to eye with someone keep (one's) cool
get on (something) (4) enter (an elevator, a plane, a train, a bus, or a ship)		I usually get on the bus at the corner of First and Main.	Phrasal verb (transitive, inseparable) Don't confuse <i>get on</i> with <i>get in</i> , which is used when referring to: <i>a car, a small boat, a bathtub, a shower, or a bed.</i>		get off (something)
get out (of something) (4) leave (a bed, a car, a bath, work, class, school)		It's so cold that I don't want to get out of the car.	Phrasal verb (transitive, inseparable) Don't confuse <i>get out of</i> with <i>get off</i> , which is used with other forms of transportation: <i>get off a bus, a train, a plane, a large ship.</i>	get up (=get out of bed)	get in (something)
get over something (4) recover from an illness		I can't get over this cold; I've had it for two weeks!	<i>Get over</i> can also mean recover from an emotional shock. You <i>get over</i> a shock, a surprise, grief, or a love affair.	shake an illness get better	come down with an illness catch an illness (a cold, the flu)

Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
get rid of something (1) remove something		I cleaned my closet and got rid of my old clothes.	Phrasal verb (transitive, inseparable)	throw something away do away with something toss something away/out	hold on to/hang on to (=keep) something
get up (12) rise from a sitting or lying position		I'm tired; I don't want to get up!	Phrasal verb (intransitive) <i>Get up</i> usually refers to getting out of bed, but you also <i>get up</i> from a chair, a sofa, or the floor.	get out of bed	lie down go to bed hit the hay/sack sit down
get worse and worse (1) become very bad		Another murder! Crime is getting worse and worse here.	An illness, a problem (such as crime), or the weather can <i>get worse and worse</i> .	go from bad to worse	get better and better
give something away (15) give something as a gift	a. b.	When she got her new computer, she gave away her old one. When she got her new computer, she gave her old one away.	Phrasal verb (transitive, separable)		
go after someone or something (10) try to get or catch someone or something	a. b.	The thief ran away, but the police went after him. Tarik wants to go after a job at IBM.	Phrasal verb (transitive, inseparable)		
go back (to a place) (2) return (to a place)		I want to go back to Mexico City. I haven't been there for 5 years.	Phrasal verb (transitive, inseparable)		take off (=leave)

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Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
go shopping (5) shop		Boris likes to go shopping at Bell's because the prices are low.	Other common expressions using <i>go</i> include <i>go skiing</i> , <i>go swimming</i> , and <i>go fishing</i> .		
hang on for dear life (9) hold something very tightly	informal	The sea was rough and our boat was small. We hung on for dear life.			let go (of something)
have second thoughts (about something) (14) have doubts (about something)		Susan wanted to study architecture, but now she's having second thoughts.		get second thoughts (about something) change one's mind (about something)	be (100 percent) sure (about something) be certain (about something)
have trouble doing something (12) find something difficult to do		I have trouble learning languages, but I keep trying.		have a hard time doing something	take to something like a duck takes to water
head for a place (5) go in the direction of a place		I'm tired; I'm heading for bed now.	Phrasal verb (transitive, inseparable)		go away from a place
in addition (15) also		Keiko speaks English and Japanese. In addition, she knows French.	<i>In addition to</i> is used as follows: <i>In addition to English and Japanese, Keiko speaks French.</i>	as well (as)	

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Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
just in time (6) just before the last minute; just soon enough		The report was due on Monday at 12:00 noon. We finished it at 11:50—just in time!		(just) in the nick of time just under the wire at the eleventh hour at the last minute	too late
later on (11) later; at some time in the future		I can't talk now, but let's have coffee later on.		after a while in a while	right away at once (=immediately)
laugh at someone or something (7) show joy at someone or something		I know I look ridiculous in these clothes, but please don't laugh at me!	Phrasal verb (transitive, inseparable) You can <i>laugh at</i> a person, a joke, a funny story, a comedy, etc.	smile at someone or something	frown at someone or something
let someone out (11) allow someone to leave		The boss won't let us out until we solve the problem.	Phrasal verb (transitive, separable) To follow <i>let out</i> with a place, use <i>let out of</i> , as in: <i>The boss won't let us out of the office until we solve the problem.</i>		keep in
lie down (12) rest in a horizontal position		I'm tired, so I'll lie down on the sofa for a while.	Phrasal verb (intransitive)		get up stand up get to one's feet

Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
listen to someone or something (6) use your ears carefully to hear someone or something		Did you listen to the news this morning?	Phrasal verb (transitive, inseparable) You can <i>listen to</i> a person, music, the radio, a CD, a tape, etc.	lend an ear to someone	turn a deaf ear to (someone)
look for someone or something (8) try to find someone or something		I looked for a birthday gift for my father, but I couldn't find the right thing.	Phrasal verb (transitive, inseparable) You can put adverbs such as <i>everywhere</i> or <i>all over</i> between <i>look</i> and <i>for</i> , but you can't separate them with a noun or pronoun: <i>I looked everywhere for my glasses, but I couldn't find them.</i>	search for someone or something	
look into something (13) investigate; examine something		The mayor is looking into the traffic problem and will report the findings next week.	Phrasal verb (transitive, inseparable) You can <i>look into</i> a problem, a crime, an issue, a matter, a question, a possibility of something, etc.	check into something	
look like someone or something (7) be similar in appearance to someone or something		Francoise looks like her mother.	Often the words <i>just</i> or <i>exactly</i> occur in this expression: <i>She looks exactly like her mother</i> or <i>She looks just like her mother.</i>	look alike (<i>Francoise and her mother look alike.</i>)	look different from someone look nothing like someone look nothing alike

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Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
lose it (1) become excited; lose one's self-control	informal	When I heard the bad news, I totally lost it.	This expression is usually used in the past tense: <i>I lost it; He lost it, etc.</i> The words <i>totally, really, or completely</i> often occur before the expression. <i>He really lost it!</i>	lose one's cool freak out (informal) flip out (informal) go bananas (informal)	calm down cool off/cool down (informal) chill out (slang) pull oneself together
lots of (6) many	informal	I should do the laundry. There are lots of dirty clothes.	<i>Lots of</i> is followed by a noun: <i>There's lots of water, There are lots of books.</i> You can also use <i>lots</i> by itself, as in <i>Friends? I have lots!</i>	a lot of quite a few	precious few
make a living (15) earn money for food, housing, etc.		a. Sandra makes a living as a painter. b. Sandra makes a living by painting.	After the expression, you can use <i>as + job</i> or <i>by + gerund</i> as in the examples. The expression is also used as follows: <i>She makes a good/decent living as a painter.</i>	make a buck (informal) bring home the bacon (informal) earn one's keep (informal)	
make a mistake (11) do something incorrectly		I made a big mistake. I burned our dinner!	Other common expressions with <i>make</i> include <i>make the bed, make dinner, make money</i> and <i>make a living.</i>	mess up (informal) screw up (informal) goof up (informal)	

Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
make oneself at home (3) make yourself comfortable in someone else's home		When Seville visited us, she made herself at home. She cooked her favorite food and joined all our family activities.	This expression is often used as a welcoming command: <i>Please make yourself at home!</i>	make oneself comfortable	feel ill at ease feel out of place feel uncomfortable feel like a fish out of water (informal)
not believe one's eyes (8) be very surprised to see something	informal	I can't believe my eyes! You got a new car!	This expression often starts with <i>I can't, I couldn't, I don't, I didn't, and I could hardly.</i>	be dumbfounded not believe one's ears (=be very surprised to hear something)	
on the way (to a place) (5) along the route (to a place)		Did you know Charles is on the way to China?		en route to a place	
on vacation (8) away from work or school; on holiday		I'll be on vacation next week, so I can't attend the meeting.	You can <i>be on vacation</i> or <i>go on vacation</i> .	on a break (from work or school) on holiday	at work
one in a million (15) unique; very special		Berta is really one in a million; she helps everyone with their problems.		one of a kind	a dime a dozen (=very common)
pay for something (5) give money for something		I paid for the shoes with my credit card.	Phrasal verb (transitive, inseparable) Note that you <i>pay for</i> dinner, a new car, a new TV, etc., but you <i>pay bills</i> , tuition, and rent. <i>Pay for</i> can also mean <i>be punished for something</i> , as in: <i>The criminal is paying for his crime in prison.</i>		

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Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
pick something up (2) take or lift something off the floor (or a chair, etc.)		a. Children! Pick up your toys! b. Children! Pick your toys up!	Phrasal verb (transitive, separable) <i>Pick up</i> has other meanings too, such as: <i>go to a place and take a person in a car</i> , and <i>clean a room</i> . <i>Pick up the check</i> means to pay the bill in a restaurant.		throw down something
put something on (7) wear clothes		a. It's cold outside. Put on your coat. b. It's cold outside. Put your coat on.	Phrasal verb (transitive, separable) <i>Put on</i> has additional meanings: <i>put on weight</i> means to gain weight and <i>put on a play</i> means to perform a play.		take something off (=remove clothing)
right away (6) immediately		Where are my car keys? I have to leave right away for the meeting.		at once in a jiffy (informal)	later on after a while in a while
run away (3) leave quickly; escape		The thief grabbed the woman's purse and ran away.	Phrasal verb (intransitive)	slip away take off get away make a run for it take to one's heels	come back

Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
save the day (12) produce excellent results when things are going badly		You found my passport? You saved the day!		come to someone's rescue save someone's skin/neck (informal)	let someone down make a mess (of something) mess something up (informal) screw something up (informal) blow it (informal)
see eye to eye (14) agree completely		Victor and his wife like the same kind of movies, books, and music. They see eye to eye on almost everything!	You can <i>see eye to eye with someone</i> , <i>see eye to eye about a specific matter</i> , or <i>see eye to eye on a general question or issue</i> .	agree (with someone) be of one mind (about something) be at one with someone	disagree with someone be at odds (with someone) lock horns with someone be poles apart
show up (12) appear; arrive		I waited and waited for John. Finally, he showed up three hours late.	Phrasal verb (intransitive)	turn up	vanish into thin air (=disappear) go away, take off (=leave)
sit down (2) sit; be seated		My feet hurt. Can we sit down for a few minutes?	Phrasal verb (intransitive) Often used as a welcoming phrase when someone enters a room: <i>Please sit down!</i> Don't confuse the expression with <i>set down</i> , which means <i>put something down</i> .	have a seat take a seat	stand up get up

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Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
slow down (9) go more slowly		Slow down! You're walking too fast.	Phrasal verb (intransitive) <i>Slow it down!</i> is an informal way to say <i>Slow down</i> . The expression is also used when talking about slowing down one's life: <i>You're working too hard. You should slow down.</i>	slow up (informal)	speed up hurry up
smell a rat (13) think there may be something wrong or illegal	informal	When I couldn't find my car keys, I smelled a rat. Sure enough, my car was missing!		I think something is fishy. (=I smell a rat.)	
so far (11) until now; up to the present time		I have seen 10 movies so far this month.	This phrase is used with the present perfect.	up to now	from now on (=from this moment into the future)
speed up (9) go faster		We're late. Could you speed up a little?	Phrasal verb (intransitive) <i>Speed it up</i> is an informal way to say <i>Speed up</i> .	pick up speed	slow down slow up (informal)
spend time (with someone) (11) use time (with someone)		Petra spends a lot of time with her friends.	You can <i>spend an hour with someone</i> , <i>spend a day with someone</i> , <i>spend a few minutes with someone</i> , etc.		

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Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
stare at someone or something (14) look at someone or something with wide eyes		I'm sorry to stare at you, but you look so much like my brother!	Phrasal verb (transitive, inseparable)	look at someone or something	look away look down take a quick look at someone or something glance at someone or something
take a ferry (a bus, a train, or a plane) (2) go by ferry (bus, train, or plane)		I usually walk to school, but today I took a bus.		get on (a ferry, bus, train, or plane)	get off (a ferry, bus, train, or plane)
take a look (at something) (1) look quickly (at something)		Will you take a look at this letter before I send it?		have a look at something	
take a nap (3) sleep for a short time during the day		I didn't get much sleep last night; I'm going to take a nap now.		take a siesta (informal) take a snooze (informal) catch 40 winks (informal) catch some Zs (slang) get some shut-eye (slang)	stay up stay awake
take a picture (of someone or something) (8) use a camera to get a photograph (of someone or something)		I want to take a picture of you; please smile!	The expression is often followed by <i>of + person</i> , as in the example; however, <i>take a picture with someone</i> means <i>be in the picture with someone</i> .	take a photo of someone or something snap a photo of someone or something (informal)	

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A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
take a vacation (8) have time away from work or school		We plan to take a vacation in August.		go on vacation take time off take a trip get away	work day and night work like a dog (informal)
take something away (10) remove something		Please take these dishes away. I want to work at the table.	Phrasal verb (transitive, separable) You <i>take away</i> an object that is <u>on</u> something. Compare this expression with <i>take out</i> , which means remove an object that is <u>inside</u> something.	<i>take out</i> (of) (=remove an object that is inside something)	
take off (9) leave (by car, on foot, by plane)		Mitsu took off right after class.	Phrasal verb (intransitive) You can indicate <u>how</u> a person <i>took off</i> : <i>He took off on his bike/in his car/on foot</i> . <i>Take off</i> has another common meaning. As a transitive, separable phrasal verb it means to remove clothing; in this sense it is the opposite of <i>put on</i> .	go away	show up

Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
take something out (of a place) (2) remove (from a place)		Please take the eggs out of the refrigerator.	Phrasal verb (transitive, separable) You <i>take out</i> an object that is <u>inside</u> something. Compare this expression with <i>take away</i> , which means remove and object that is <u>on</u> something.	take away (=remove an object that is on something)	put (back) in
think about someone or something (14) consider; anticipate; form a mental image of someone or something		I'm thinking about dinner; what shall we have?	Phrasal verb (transitive, inseparable) <i>Think about</i> can be followed by a noun, as in the example, or a gerund (verb + <i>ing</i>), as in: <i>I'm thinking about cooking dinner.</i>	think something over	
turn something down (10) make something less loud or less strong		The TV is much too loud. Please turn it down!	Phrasal verb (transitive, separable) You can <i>turn down</i> the volume, the TV, the stereo, the music, the heat, the temperature, the air conditioner, the oven, etc. <i>Turn down</i> has another common meaning: <i>refuse an invitation</i> .	turn up	

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Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
turn something off (4) stop a machine or the flow of water, electricity, etc.		a. Did you turn off the water? b. Did you turn the water off?	Phrasal verb (transitive, separable) In informal usage, <i>turn someone off</i> means <i>disgust</i> , as in <i>I hate that music; it really turns me off.</i>	switch something off	turn something on switch something on
turn something on (1) start a machine or the flow of electricity, water, etc.		a. I can't see. Will you turn on the light, please? b. I can't see. Will you turn the light on, please?	Phrasal verb (transitive, separable) In informal usage, <i>turn someone on</i> means <i>interest or excite</i> , as in: <i>Chocolate doesn't turn me on. I don't like it.</i>	switch something on	turn something off
turn over (3) turn to the other side		a. The car was going too fast on the ice and turned over. b. Please turn your paper over and write on the other side.	Example a: Phrasal verb (intransitive) (A car can <i>turn over</i> or a person can <i>turn over</i> in bed.) Example b: Phrasal verb (transitive and separable) Here, <i>turn over</i> refers to <i>someone turning something over.</i>		

Idiom and Definition	Usage	Example	Language notes	Similar expressions	Opposite expressions
What is going on? (13) What is happening?	informal	What is going on? Why don't you call me?	Also used as an informal greeting: <i>Hey man, what's going on?</i> A negative answer to this question is <i>Nothing</i> (<i>is going on</i>).	What is happening? What's up? (informal) What's cooking? (informal)	
What's the matter (with someone or something)? (1) What's wrong (with someone or something)?		What's the matter with Lily? She hasn't been in class for a week.	The expression is often followed by <i>with + person</i> , as in the example.	what's up (with someone or something) (informal) what's going on (with someone or something) (informal)	nothing's the matter (with someone or something) nothing's wrong (with someone or something)
walk off (2) walk away; walk in the other direction		When I told John the truth, he just walked off.	Phrasal verb (intransitive) People often <i>walk off</i> because they're angry, as in the example. Don't confuse <i>walk off</i> with <i>walk out</i> , which means to abandon or leave someone. Note that <i>walk off with something</i> means to steal something.	take off	

